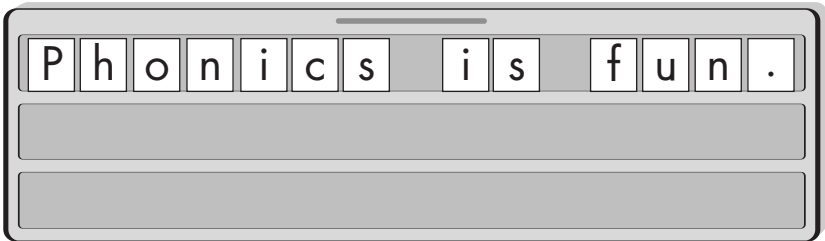


Teaching Tiles™ Learning System Phonics Classroom Set

Teacher's Guide



WARNING:

CHOKING HAZARD—Small parts.
Not for children under three (3) years.

Learning to read competently is a complex task. Many skills must be acquired and practiced. The *Teaching Tiles Learning System Phonics Classroom Set* was designed to involve students in hands-on tasks that support phonemic awareness and phonics skills—two important components of reading competence.

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Here's What's Included in the Teaching Tiles Learning System Phonics Classroom Set

Trays

Six sturdy plastic trays are included in the set. The trays are tilted for easy letter positioning and for viewing during individual or small group instruction. Three rows encourage students to progress from building words, phrases, and simple sentences to creating longer, more complex sentences. The built-in slot at the top holds the activity cards, included in the set, in place during use.



Tiles

The *Teaching Tiles Learning System Phonics Classroom Set* contains 1000 tiles, including single-, double-, and triple-letter tiles. The labeled sorting boxes make tile set-up and clean-up easy.

Single-letter Tiles

The 316 lowercase single-letter tiles work with the double- and triple-letter tiles to create thousands of words. There are also 78 capital letter tiles and 12 punctuation tiles—6 periods and 6 question marks. With these tiles students can string words together to form sentences. The set includes the following tiles:

Lowercase Letters

a – 18	h – 14	o – 18	v – 6
b – 12	i – 18	p – 12	w – 12
c – 12	j – 6	q – 6	x – 6
d – 12	k – 12	r – 12	y – 12
e – 18	l – 12	s – 14	z – 6
f – 12	m – 12	t – 18	
g – 12	n – 12	u – 12	



Capital Letters

A – 6	F – 2	K – 2	P – 2	U – 2
B – 2	G – 2	L – 2	Q – 2	V – 2
C – 2	H – 6	M – 4	R – 2	W – 6
D – 2	I – 6	N – 2	S – 6	X – 2
E – 2	J – 2	O – 2	T – 6	Y – 2
				Z – 2

Punctuation

- (.) period – 6
(?) question mark – 6



Double-letter Tiles

The 414 double-letter tiles provide instant reinforcement for important phonics concepts including phonograms, digraphs, blends, and special letter combinations such as vowel pairs. The set includes the following tiles:

Phonograms (word families)

ad – 6	ed – 6	ig – 6	ob – 6	ub – 6
ag – 6	en – 6	in – 6	og – 6	ug – 6
am – 6	et – 6	ip – 6	op – 6	um – 6
an – 6		it – 6	ot – 6	un – 6
ap – 6				ut – 6
at – 6				

Digraphs

sh – 6
ch – 6
th – 6
wh – 6

Blends

sc – 6	br – 6	bl – 6
sk – 6	cr – 6	cl – 6
sm – 6	dr – 6	fl – 6
sn – 6	fr – 6	gl – 6
sp – 6	gr – 6	pl – 6
st – 6	pr – 6	sl – 6
sw – 6	tr – 6	
tw – 6	qu – 6	

Vowel Pairs and Variant Vowels

ai – 6	ui – 6	aw – 6	ar – 6
ay – 6	ue – 6	ew – 6	er – 6
ee – 6	au – 6	ow – 6	ir – 6
ea – 6	ou – 6	oy – 6	or – 6
ie – 6	oo – 6	oi – 6	ur – 6
oa – 6			

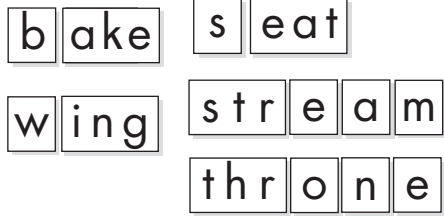


Triple-letter Tiles

The 180 triple-letter tiles provide instant reinforcement of two important phonics concepts: three-letter phonograms or word families and special three-letter consonant blends. The set includes the following tiles:

Phonograms (word families)

ack – 6	eat – 6	ice – 6	ock – 6	ump – 6
ail – 6	ell – 6	ick – 6	oke – 6	unk – 6
ain – 6	est – 6	ide – 6	ore – 6	
ake – 6		ill – 6		
ale – 6		ine – 6		
ame – 6		ing – 6		
ank – 6		ink – 6		
ash – 6				
ate – 6				

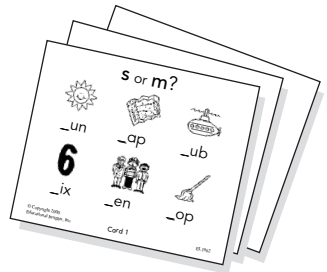


Blends

scr – 6	spr – 6	spl – 6
str – 6	squ – 6	thr – 6

Activity Cards

The 150 self-checking activity cards provide opportunities for active, independent learning and reinforcement of teacher-directed lessons. The cards are sequentially ordered, beginning with initial consonant sounds and ending with silent letters. See the scope and sequence chart on the next page for a complete listing of skills to help you plan your lessons. The enclosed set of tabbed dividers makes card organization easy. The front of each card has a skill-building task. The back of each card shows the answer to the activity. The tiles, trays, and activity cards make a motivating learning center activity. (Note: Explain to students that they can use either the double- and triple-letter tiles or single-letter tiles to form answer words.)



Teacher's Guide

This guide provides more than 40 reinforcement activities to assist you in making the most of your *Teaching Tiles Learning System Phonics Classroom Set*. The guide is divided into three sections for easy use. The first section focuses on activities that review alphabet skills. The second section emphasizes activities that develop word formation skills. The third section promotes sentence-building skills.

Activity Card

Scope and Sequence of Skills

Card	Skill	Card	Skill
1.	initial consonants: <i>s</i> and <i>m</i>	39.	word families: short <i>u</i> (<i>unk</i> and <i>ump</i>)
2.	initial consonants: <i>t</i> and <i>f</i>	40.	review short vowels: <i>i</i> and <i>u</i>
3.	initial consonants: <i>b</i> and <i>n</i>	41.	word families: short <i>e</i> (<i>ed, en, et</i>)
4.	review initial consonants: <i>b, f, m, n, s, t</i>	42.	word families: short <i>e</i> (<i>ed, en, et</i>)
5.	initial consonants: <i>d</i> and <i>w</i>	43.	word families: short <i>e</i> (<i>ell</i> and <i>est</i>)
6.	initial consonants: <i>r</i> and <i>g</i>	44.	review short vowels: <i>e</i> and <i>o</i>
7.	initial consonants: <i>l</i> and <i>h</i>	45.	review word families: short vowels
8.	review initial consonants: <i>d, g, h, l, r, w</i>	46.	review word families: short vowels
9.	initial consonants: <i>c</i> and <i>p</i>	47.	review word families: short vowels
10.	initial consonants: <i>j</i> and <i>v</i>	48.	review word families: short vowels
11.	review initial consonants: <i>c, j, p, v</i>	49.	review word families: short vowels
12.	initial consonants: <i>k</i> and <i>y</i>	50.	review short vowels: <i>a, e, i, o, u</i>
13.	initial consonants: <i>z</i> and <i>q</i>	51.	review short vowels: <i>a, e, i, o, u</i>
14.	review initial consonants: <i>k, q, y, z</i>	52.	making sentences: short <i>a</i> words
15.	final consonants: <i>s, t, m</i>	53.	making sentences: short <i>e</i> words
16.	final consonants: <i>b, g, n</i>	54.	making sentences: short <i>i</i> words
17.	review final consonants: <i>b, g, m, n, s, t</i>	55.	making sentences: short <i>o</i> words
18.	final consonants: <i>f, p, x</i>	56.	making sentences: short <i>u</i> words
19.	final consonants: <i>d, k, l, r</i>	57.	initial vowel sounds: long <i>a, e, i, o, u</i>
20.	review final consonants: <i>d, f, k, l, p, x</i>	58.	long vowels <i>a</i> and <i>o</i> /silent <i>e</i>
21.	initial vowel sounds: short <i>a, e, i, o, u</i>	59.	long vowels <i>u</i> and <i>i</i> /silent <i>e</i>
22.	word families: short <i>a</i> (<i>an, ap, at</i>)	60.	review long vowels <i>a, i, o, u</i> /silent <i>e</i>
23.	word families: short <i>a</i> (<i>ad, an, at</i>)	61.	word families: long <i>i</i> (<i>ice, ide, ine</i>)
24.	word families: short <i>a</i> (<i>ag, am, ap</i>)	62.	word families: long <i>a</i> (<i>ake</i> and <i>ate</i>)
25.	word families: short <i>a</i> (<i>ack</i> and <i>ash</i>)	63.	word families: <i>a</i> (<i>ame, ale, ank</i>)
26.	word families: short <i>o</i> (<i>ob</i> and <i>og</i>)	64.	long <i>a</i> sound – <i>ai</i> and <i>ay</i>
27.	word families: short <i>o</i> (<i>op</i> and <i>ot</i>)	65.	long <i>a</i> sound – <i>ai</i> and <i>ay</i>
28.	word families: short <i>o</i> (<i>og, op, ot</i>)	66.	review long <i>a</i> sound – <i>ai</i> and <i>ay</i>
29.	word families: <i>o</i> (<i>ock</i> and <i>ore</i>)	67.	word families: long <i>a</i> (<i>ail</i> and <i>ain</i>)
30.	review short vowels: <i>a</i> and <i>o</i>	68.	review word families: long <i>a</i>
31.	word families: short <i>i</i> (<i>in</i> and <i>ip</i>)	69.	long <i>o</i> sound – <i>oa</i> and <i>ow</i>
32.	word families: short <i>i</i> (<i>ig</i> and <i>it</i>)	70.	long <i>o</i> sound – <i>oa</i> and <i>ow</i>
33.	word families: short <i>i</i> (<i>in, ig, it</i>)	71.	review long <i>o</i> sound – <i>oa</i> and <i>ow</i>
34.	word families: short <i>i</i> (<i>ill</i> and <i>ick</i>)	72.	long <i>e</i> sound – <i>ee</i> and <i>ea</i>
35.	word families: short <i>i</i> (<i>ing</i> and <i>ink</i>)	73.	long <i>e</i> sound – <i>ee</i> and <i>ea</i>
36.	word families: short <i>u</i> (<i>ub, un, ut</i>)	74.	review long <i>e</i> sound – <i>ee</i> and <i>ea</i>
37.	word families: short <i>u</i> (<i>ub, un, ut</i>)	75.	word families: long <i>e</i> and <i>o</i> (<i>eat</i> and <i>oke</i>)
38.	word families: short <i>u</i> (<i>um</i> and <i>ug</i>)	76.	long <i>u</i> sound – <i>ue</i> and <i>ui</i>

Card	Skill	Card	Skill
77.	long <i>u</i> sound – <i>ui, ue, ew</i>	114.	ending digraphs: <i>sh</i> and <i>ch</i>
78.	review long <i>u</i> sound	115.	ending digraphs: <i>th</i> and <i>sh</i>
79.	long <i>i</i> sound – <i>ie</i> and <i>y</i>	116.	review ending digraphs
80.	long <i>i</i> sound – <i>ie</i> and <i>y</i>	117.	making sentences: ending digraphs
81.	<i>y</i> as a vowel – long <i>e</i> sound	118.	three-letter blends: <i>scr</i> and <i>str</i>
82.	review long vowel sounds	119.	three-letter blends: <i>spr</i> and <i>spl</i>
83.	review long vowel sounds	120.	three-letter blends: <i>squ</i> and <i>thr</i>
84.	review: word families – long vowels	121.	review three-letter blends
85.	review: word families – long vowels	122.	<i>r</i> -controlled vowels: <i>ar</i>
86.	making sentences: long <i>a</i> words	123.	<i>r</i> -controlled vowels: <i>ar</i>
87.	making sentences: long <i>e</i> words	124.	<i>r</i> -controlled vowels: <i>or</i>
88.	making sentences: long <i>i</i> words	125.	<i>r</i> -controlled vowels: <i>or</i>
89.	making sentences: long <i>o</i> words	126.	review <i>r</i> -controlled vowels: <i>ar</i> and <i>or</i>
90.	making sentences: long <i>u</i> words	127.	review <i>r</i> -controlled vowels: <i>ar</i> and <i>or</i>
91.	<i>r</i> blends: <i>br</i> and <i>dr</i>	128.	<i>r</i> -controlled vowels: <i>er, ir, ur</i>
92.	<i>r</i> blends: <i>cr</i> and <i>gr</i>	129.	review <i>r</i> -controlled vowels: <i>er, ir, ur</i>
93.	<i>r</i> blends: <i>fr</i> and <i>tr</i>	130.	making sentences: <i>r</i> -controlled vowels
94.	<i>r</i> blends: <i>pr, dr, br</i>	131.	special letter pairs: <i>au</i> and <i>aw</i>
95.	review <i>r</i> blends	132.	special letter pairs: <i>ou</i> and <i>ow</i>
96.	making sentences: <i>r</i> blends	133.	review special letter pairs: <i>aw, ou, ow</i>
97.	<i>l</i> blends: <i>bl</i> and <i>pl</i>	134.	making sentences: special letter pairs
98.	<i>l</i> blends: <i>fl</i> and <i>gl</i>	135.	special letter pairs: <i>oi</i> and <i>oy</i>
99.	<i>l</i> blends: <i>cl</i> and <i>sl</i>	136.	review special letter pairs: <i>oi</i> and <i>oy</i>
100.	review <i>l</i> blends	137.	special letter pair: <i>oo</i>
101.	making sentences: <i>l</i> blends	138.	special letter pair: <i>oo</i>
102.	<i>s</i> blends: <i>sn</i> and <i>st</i>	139.	review special letter pair: <i>oo</i>
103.	<i>s</i> blends: <i>sk</i> and <i>sp</i>	140.	making sentences: special letter pairs
104.	<i>s</i> blends: <i>sc</i> and <i>st</i>	141.	hard <i>c</i> and hard <i>g</i>
105.	<i>s</i> blends: <i>sm</i> and <i>sw</i>	142.	soft <i>g</i> and <i>j</i>
106.	review <i>s</i> blends	143.	soft <i>c</i> and <i>s</i>
107.	final <i>s</i> blends: <i>sk, sp, st</i>	144.	review soft <i>c</i> and <i>g, s</i> and <i>j</i>
108.	making sentences: <i>s</i> blends	145.	review soft <i>c</i> and soft <i>g</i>
109.	special blends: <i>qu</i> and <i>tw</i>	146.	silent letters
110.	beginning digraphs: <i>sh</i> and <i>ch</i>	147.	silent letters
111.	beginning digraphs: <i>th</i> and <i>wh</i>	148.	silent letters
112.	review beginning digraphs	149.	review silent letters
113.	making sentences: beginning digraphs	150.	review silent letters

ALPHABET SKILLS

Use the activities in this section to practice letter recognition, alphabetical order, and sound/symbol relationships.

Capital and Lowercase Letter Matching

Place several of the capital letter tiles on a tray. Have students find the matching lowercase letter for each tile.

Alphabetical Order

Have students arrange their letter tiles in alphabetical order from *a* to *z*. Then invite students to sing “The Alphabet Song,” using their tiles as cue cards.

Sequence Seek

Have students arrange their letter tiles in alphabetical order from *a* to *z*. Ask students questions that reinforce the correct sequence such as—“What letter comes after *r*?” “What letter comes before *g*?” “What letter comes between *f* and *h*?”

Letter Line-up

Have students pick up a handful of single-letter tiles. Then have them place the letters in sequential order on their trays. For an added challenge, have students name the letters missing from their sequence.

Letter Patterns

Use the letters to demonstrate a pattern on your tray such as *a, d, g,* and *j*. Challenge students to guess the pattern (skipping every two letters). Then have the group work with you to complete it. Have students make up their own patterns to challenge the group.

Consonant Grab Bag

Place one of each of the consonant letter tiles in a paper bag. Have a student reach into the bag and withdraw a tile. The student names the letter and says the sound that the consonant makes. Each student in the group then says a word that begins with that letter. Students take turns drawing tiles until there are no more tiles left in the bag.

Sound Search

Select several small objects from around your classroom and place them in a bag. Some examples are a book, eraser, pencil, pen, scissors, and marker. Have a student withdraw an object from the bag and say its name. The rest of the players must each find the letter tile that the object begins with and place it on their own trays. Play continues until the beginning letter sound of each of the objects in the bag has been identified.

Phonics Bingo

Bingo is a great small-group game for reinforcing initial consonant sounds. Choose nine letters to review (*l, t, m, p, b, f, r, h, s*). Create a blank bingo card with nine boxes. Write each letter in one of the boxes. Make a card for each student. Each card must show the same letters, but the letters must be in a different order. Select the letter tiles shown on the cards and place them into a bag. Draw a letter tile. Say the letter sound (not the letter name). Students find the letter on their cards and cover it with the letter tile that makes the sound. The first student to cover three letters in a row wins.

l	t	m
p	b	f
r	h	s

WORD FORMATION SKILLS

Use the activities in this section to practice word formation skills. These skills include understanding spelling patterns, recognition of special letter combinations such as digraphs and blends, syllabication, and forming compound words.

Speedy Spelling

Challenge students to use the tiles to make as many of the following kinds of words as possible within a specified amount of time (for example, five minutes):

- words that begin with a certain letter, consonant blend, or digraph
- words that end with a certain letter
- words that have an *r*-controlled vowel
- words that have a vowel pair
- words that begin with a hard or soft *c* or *g*
- words with 2, 3, 4, or more letters
- words with two or more syllables
- words that rhyme with a given word

For an added challenge, have students use some of the words they make to create sentences.

Word Construction

Put consonant tiles face down in one pile. Put two- or three-letter phonogram tiles face down in another pile. Have students work in pairs drawing one tile from each pile. If they can make a real word, they get a point. If they can't, the tiles go back in the pile.

Letter Exchange

Have students place a word using one of the two- or three-letter phonograms on their tray (for example, *fat*). Then have them make as many words as they can by changing just the first letter in the word.



Name Spelling

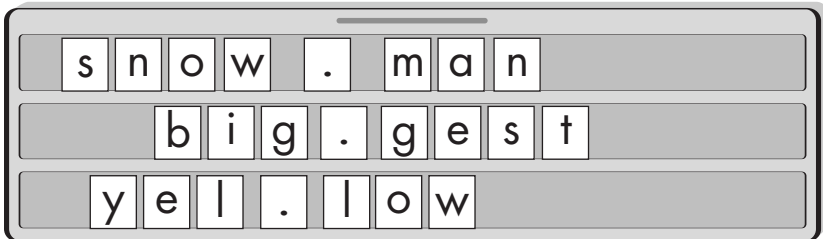
Have students spell out their names and the names of their classmates. Challenge them to spell names of family members and pets too. Remind them to use capital letters for proper names. Use the names to reinforce phonics concepts. For example, point out that the letter *a* makes a long *a* sound in the name *Amy* but a short *a* sound in the name *Pat*.

More Name Spelling

Practice capitalization of proper nouns. Use the letter tiles to spell the names of several categories of proper nouns on your tray, such as month, day, street, book. Have students use their tiles to spell out the name of a member of each category on their trays. For example, a student might use the tiles to write June, Monday, Elm Avenue, or *The Very Hungry Caterpillar*.

Syllabication

Use the period tiles to help students practice syllabication. Starting with two-syllable words, have students divide words into syllables by placing a period tile between syllables. Provide practice with dividing words between syllables created by compound words (snow-man), root words and their endings (loud-est), and between double consonants (yel-low).



Compound Words

Have students spell out two words that, when combined, create a compound word, such as *book* and *mark*. Then demonstrate how a compound word is spelled by sliding the two words together to form the word *bookmark*.

Word Categories

Have students work together to make as many words as they can in the following categories—animals, clothes, words describing feelings, foods, household objects, stores, toys, jobs, colors. Then discuss the similarities and differences in the structure of the words—beginning and ending sounds, spelling patterns, and number of syllables.

Spelling Practice

Have students use the tiles to practice making sight words, words on their weekly spelling list, and commonly misspelled words or “spelling demons.”

Making Words

Give students a group of letters (for example, *g, n, i, a, p, y, l*). Have them make as many different words as they can using just those letters. Write their words on cards. Work with students to sort the words according to different phonics categories (for example, initial consonants, final consonants, short or long vowel sounds, and vowel pairs).

play
pin
nail

Odd Word Out

Have students work in pairs. Each student creates a series of three words—two of the words are similar in one way (such as beginning with a digraph or rhyming). The third word is different (begins with a different digraph or doesn't rhyme). Each student challenges the other to figure which word is the “odd word out” and to explain the reason why it doesn't belong.

chair
chick
whale

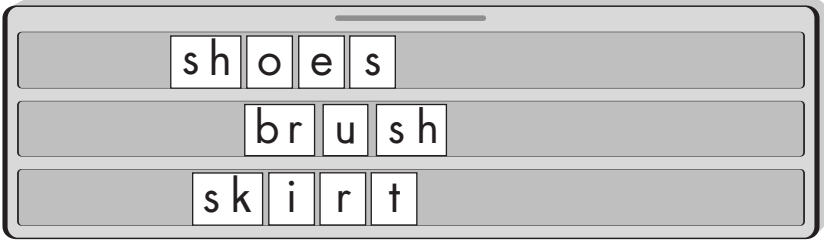
hot pot cat

Word Changer

Have students experiment with adding “silent e” to the end of short vowel words and seeing how it changes the word from one word to another word. Here are some examples: *rat/rate, cut/cute, cub/cube, hop/hope, fin/fine*.

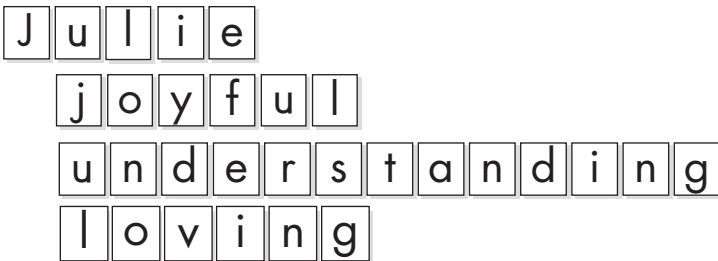
I'm Going on a Trip

Start by saying, "I'm going on a trip to (name of place), and I'm taking my ____." Have students work in pairs to use tiles to write as many different things to add to the list as they can in a certain amount of time. Add to the challenge by having students begin each word with a different letter of the alphabet or with digraphs and blends.



Words About Me

Have students create a word collage about themselves using the tiles. Students may create a word that describes them that begins with each of the letters in their name.



Labeling

Let students practice using the tiles to copy signs which label parts of your classroom (for example, housekeeping corner, library, and science center). Or, let them copy words on teaching aids, such as posters, bulletin board sets, and calendars.

Chain Spelling

Start a game by spelling a simple word on your tray, such as *cap*. The student on your right must then make a word that begins with the last letter in your word, such as *pot*. Play continues with each student creating a word that begins with the last letter of the previous player's word. This game can also be played by pairs of students.

Phonogram Fun

Give each student a phonogram tile and let them see how many words they can make using it to create new words. Encourage students to add letter tiles in front of and after the phonogram tile. For example, students could create *can*, *fan*, *band*, and *bank* with the double-letter tile *an*.

Give Me a Clue!

Give students clues and have them use the tiles to construct a mystery word. For example, you might say, "I'm thinking of a word that begins like *cat*. It rhymes with *lake*. What's my word?" (The answer is *cake*.) Then have students give clues to mystery words that they have made.

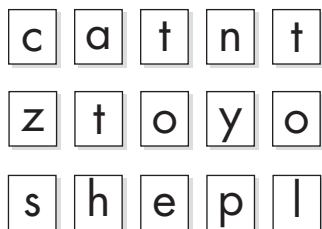
Mystery Word

Scramble the letters in one of your content area vocabulary words. For example, science curriculum words might be *rainbow* or *magnet*. Math curriculum words might be *triangle* or *pattern*. Challenge students to unscramble the word. Then let students select mystery words to scramble and use to stump the rest of the group.



Word Search

Let students create word searches. Demonstrate how to form three words using the tiles (for example: *cat*, *toy*, *she*). Then line up the words near each other. Use other tiles to fill in the spaces between the three words. Encourage students to make their own word searches for classmates to solve.

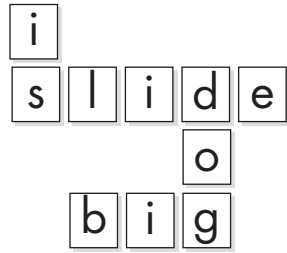


Spell and Tell

Have students use the letter tiles to tell their classmates something about themselves. Have students use the tiles to spell some of their favorite things, for example, foods, colors, games, animals, etc. Then have students read and compare their favorites with those of classmates.

Spelling Spree

Have each player choose ten single-letter tiles (without looking) and place them on their tray. Player #1 uses as many letters as possible to create a word and then places it in the center of the playing area. The player's score is the number of letters in the word. For example, the word *slide* earns a player five points. Player #1 then selects five



new letter tiles to replace the ones used. The next player continues in the same manner. If a player cannot make a word, that player loses a turn and the next player proceeds. A player may also use a turn to trade in all letters for new ones. However, the player must wait until the next turn to use them. Players may use letters that are already on the playing area to form new words.

Challenge Spelling

Students can use the letter tiles to play a spelling guessing game similar to the familiar game “Hangman.” The first player decides on a word and finds the letter tiles to make the word. That student then arranges the letter tiles face down on a playing surface to form the word. The student's classmates each take a turn trying to guess a letter in the word. If they guess a letter correctly, the student turns that letter tile over. The student earns a point for each letter that is incorrectly guessed. If the group cannot guess the word within a specified number of rounds, the student wins a bonus of 10 points, and it is the next player's turn.

Note: Older or more experienced students will enjoy playing this game using well-known phrases, the titles of familiar books, or the names of television shows and movies.

SENTENCE-BUILDING SKILLS

Use the activities in this section to encourage students to progress from creating simple phrases to complex sentences. Remind students of proper punctuation rules: A sentence begins with a capital letter and ends with a period, question mark, or exclamation point.

Readers

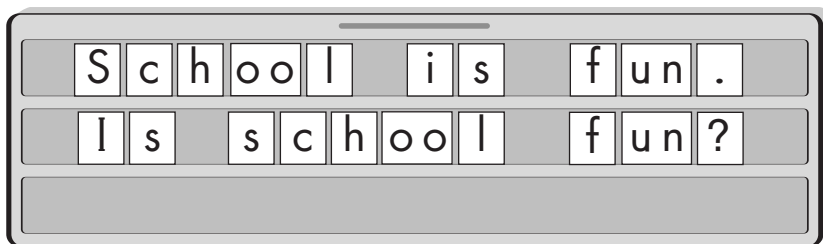
Have students use the tiles to copy sentences from basal readers or from sentence strips.

Sentence Fill-ins

Write a sentence on the board leaving out a word. Have students create as many words as they can that could complete the sentence. Some examples are: I can ____, I like ____, I eat ____, I am ____.

Period or Question Mark

Use the tiles to write a simple declarative sentence, such as, *Pat is going to school.* Leave out the period at the end of the sentence. Have a student identify what is missing and add the correct punctuation tile. Then use the letter tiles to write a simple interrogatory sentence leaving out the question mark (for example, *Do you have a pet?*). Have another student identify what is missing and add the correct punctuation tile. Then have each student use letter tiles to write one declarative sentence and one interrogatory sentence. Older or more experienced students might demonstrate how the same words can be used to form both kinds of sentences, as in the example below.



Scrambled Sentences

Print a list of sight words on the board. Have students make as many sentences as they can using the words—silly sentences count too!

Tongue Twister Talk

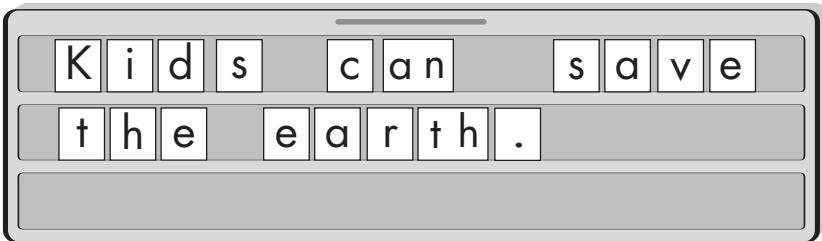
Have students make up simple two- or three-word tongue twisters. Each word of the tongue twister begins with the same letter. Children will enjoy including their own names in the silly sentences such as: *Terry talks to tigers* or *Pam pets purple pigs*. Challenge students to create tongue twisters with each letter of the alphabet.

Giving Directions

Have students work in pairs. Each student creates a short sentence giving the other child a direction to carry out in the classroom (for example, *Get a book* or *Clap your hands*). They exchange trays and each follows the direction “written” by the other.

Headlines and Captions

Have students create captions or headlines for pictures cut from magazines, catalogs, calendars, or even greeting cards. Students can also spell out messages they’d like to see on T-shirts, posters, and bumper stickers.

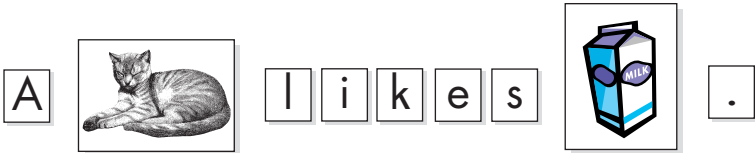


Nursery Rhyme Fun

Assign each student a line from a familiar nursery rhyme such as “Humpty Dumpty” to write using the letter tiles. Then line up students’ trays in order and use them as cues for the group to recite the rhyme together. You can do the same activity using simple, familiar songs such as “The Itsy, Bitsy Spider.”

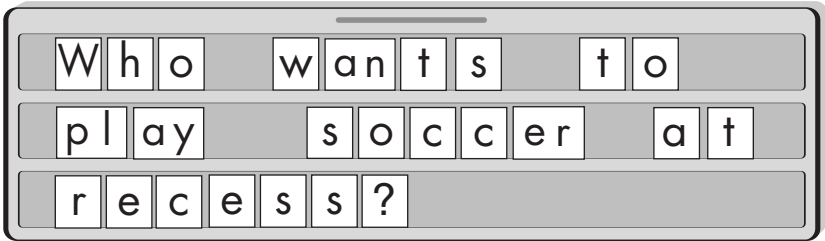
Picture This!

Cut out small pictures of objects from catalogs, magazines, and old workbooks and mount them on cards. Have students choose several cards and combine them with words to create simple sentences. For example, with a picture of a cat and a picture of a carton of milk, students might build the sentence: *A cat likes milk.*



Message Center

Let students use trays as “message centers” to communicate with classmates.



Make a Statement

Have each student write a sentence that states a fact from a theme unit you are studying. For example, if your class is learning about insects, a student might use the tiles to write the statement *Insects have six legs.* Use the statements to point out phonics concepts such as the short *i* vowel sound at the beginning of the word *insects* and in the middle of the word *six*.

Tile Poems

Have students use the letter tiles to create poems. You might start them off with a first line, such as *Roses are red* and let them complete the poem using the letter tiles.