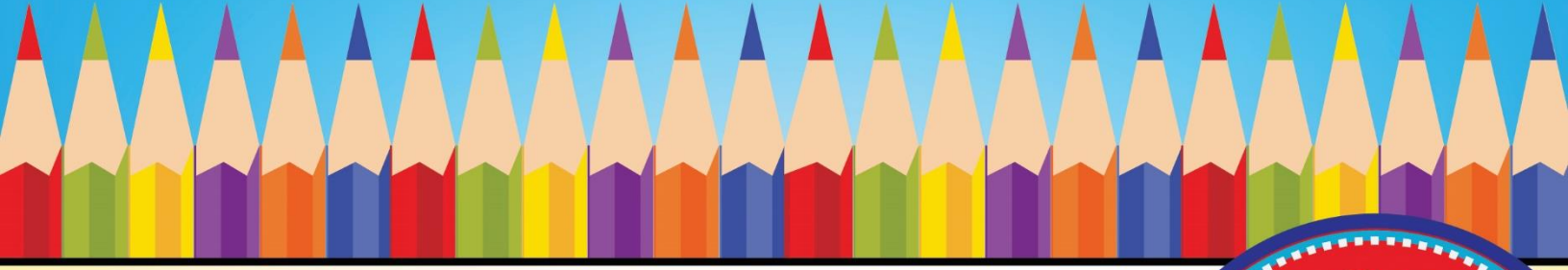


HMH Journeys, TEKS, & Common Core Aligned



Kindergarten

Phonics and Spelling

Letter Names: k, l, m, n, o
RHYMING WORDS, SINGLE SOUNDS
D'Nealian Handwriting



Watson Works Phonics & Spelling Kindergarten Week 1©
P.O. Box 7373
Beaumont, TX 77726

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The Watson Works Team



Our Story

Watson Works was created by two sisters whose passion is helping provide teachers classroom tools that supply kids with the knowledge and understanding of the state standards while being fun and engaging at the same time. What started off as helping fellow teachers in the local community has spread to providing resources to teachers nationwide.

As standardized tests become more rigorous, literacy rates have actually decreased and being able to keep students engaged gets more and more challenging. The urgency to find a way to address these needs has never been more real.

The children that sit before us in those small desks hold the keys to not only their futures but yours and ours, as well. They're growing up in a time vastly different from the one in which we grew up, thus they require a different approach to learning than we did. It is our job to recognize these needs and act on them. What once worked has changed, and we must be open to trying new approaches. Before children can change the world, they must first master the requisites. It is our vision to see that every child develops skills according to their learning styles to ensure they receive a strong start to their education. Before we can see a change in our nation's education, we must first make changes in the education of our states and communities.

The products we create are designed to be fun and engaging, yet still incorporate the discipline needed to teach kids the essentials. Learning should be enjoyable, and we strive to make that part of each product we make.

Join us in taking a stand to ensure that every child, no matter their unique learning style, is taught the necessary skills to confidently take the right steps forward toward his/her future!

THANKS for your support!

Heather & Ashley Watson



Contents

Phonics Skills: k, l, m, n, o

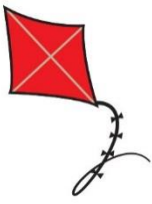
Phonemic Awareness: Rhyming Sounds, Single Sounds

Spelling Word(s): No spelling words this week

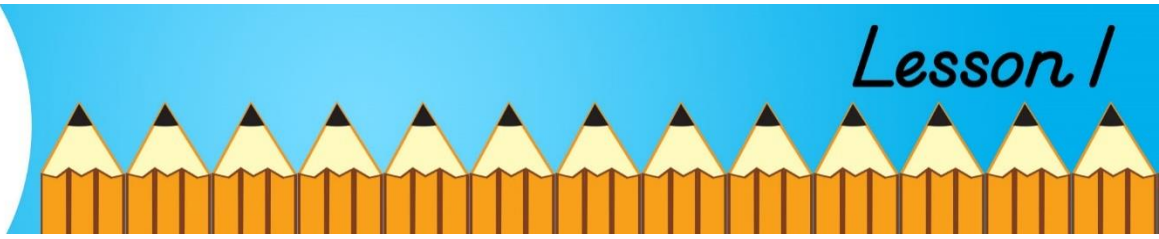
High Frequency Word(s): I

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Kk



Lesson 1



Name: _____



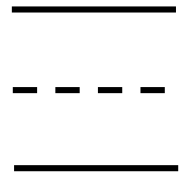
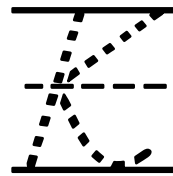
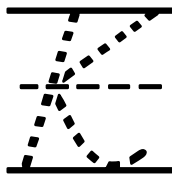
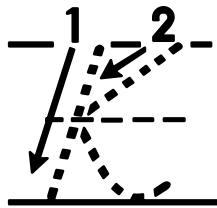
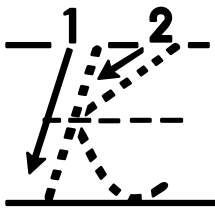
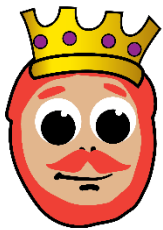
Letter Find

K L M K Y K

d k t l k k



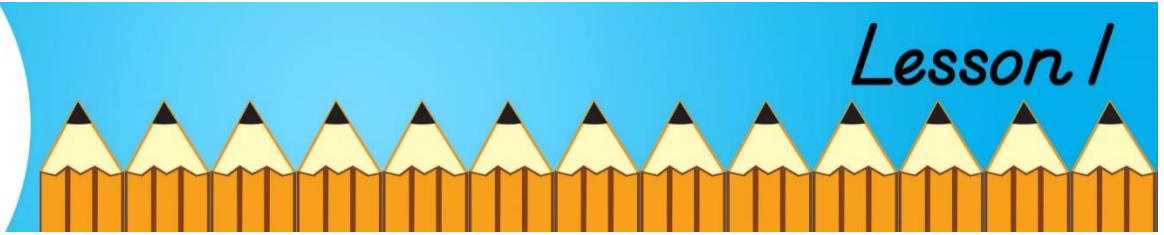
What Sound Comes F1RST?



Kk



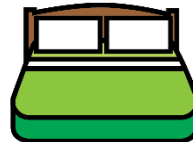
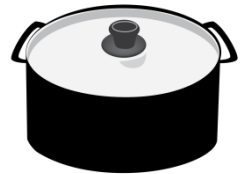
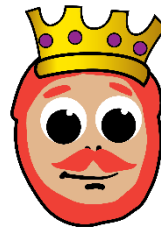
Lesson 1



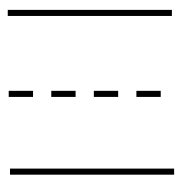
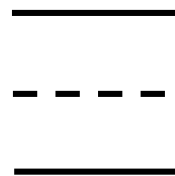
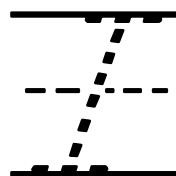
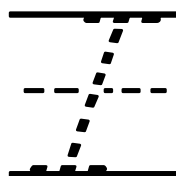
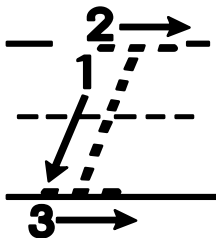
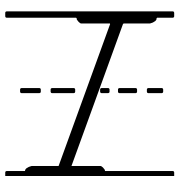
Rhyme Time



What Sound Comes F1RST?



Words to Know



Ll



Lesson 2



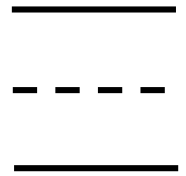
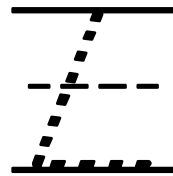
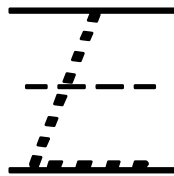
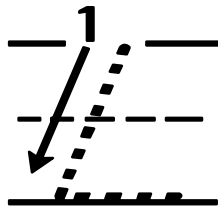
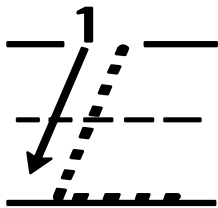
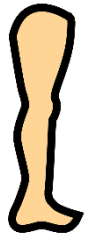
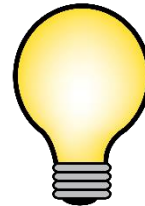
Name: _____



Letter Find

B	L	K	F	L	L
l	k	d	l	b	l

What Sound Comes F1RST?



Ll



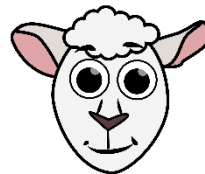
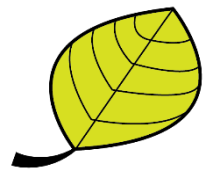
Lesson 2



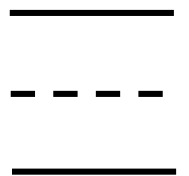
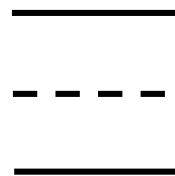
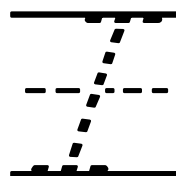
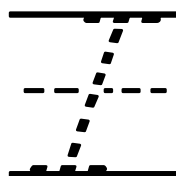
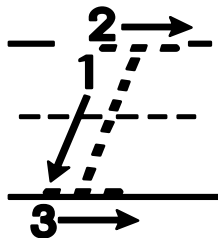
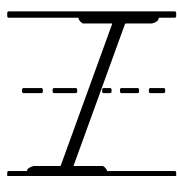
Rhyme Time



What Sound Comes F1RST?



Words to Know



Mm



Lesson 3



Name: _____

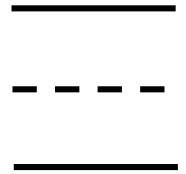
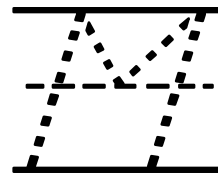
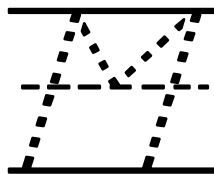
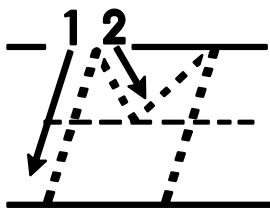
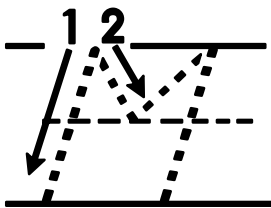
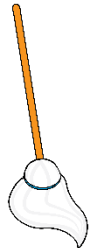
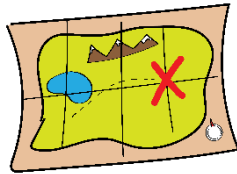
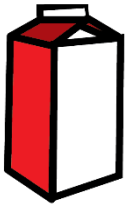


Letter Find

L M M I K M

m k m l m f

What Sound Comes F1RST?



Mm



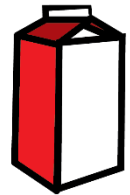
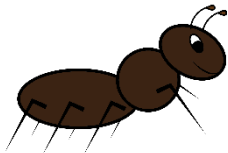
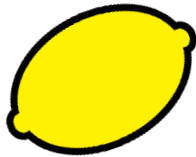
Lesson 3



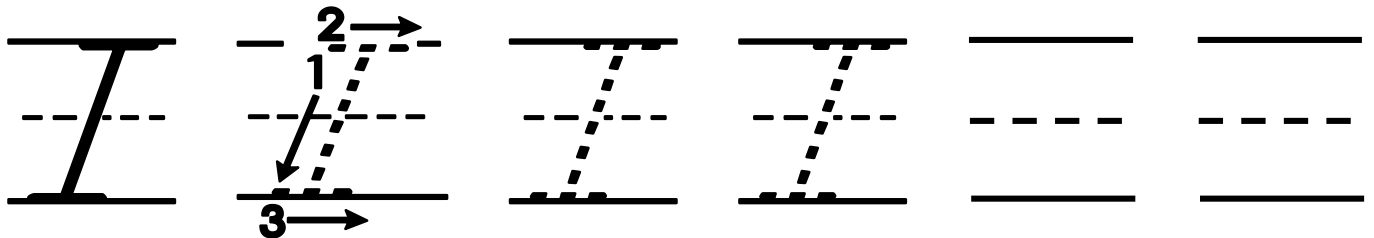
Rhyme Time



What Sound Comes F1RST?



Words to Know



Nn



Lesson 4



Name: _____


Aa Bb Cc Dd Ee Ff Gg Hh Ii Jj Kk Ll Mm Nn Oo Pp Qq Rr Ss Tt Uu Vv Ww Xx Yy Zz

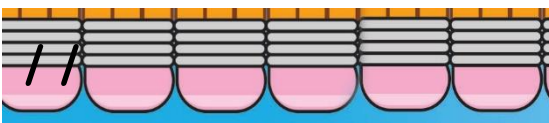
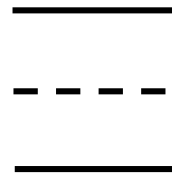
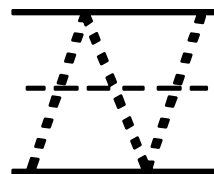
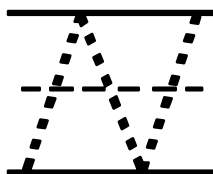
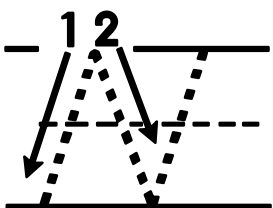
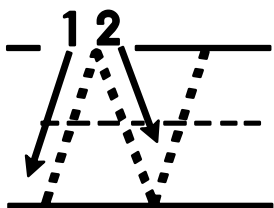
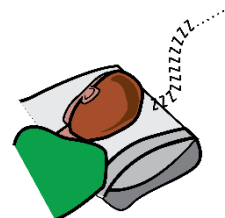
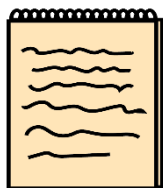
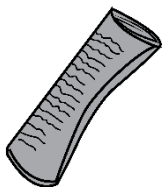


 **Letter Find**

N K N L N P

k n h d n n

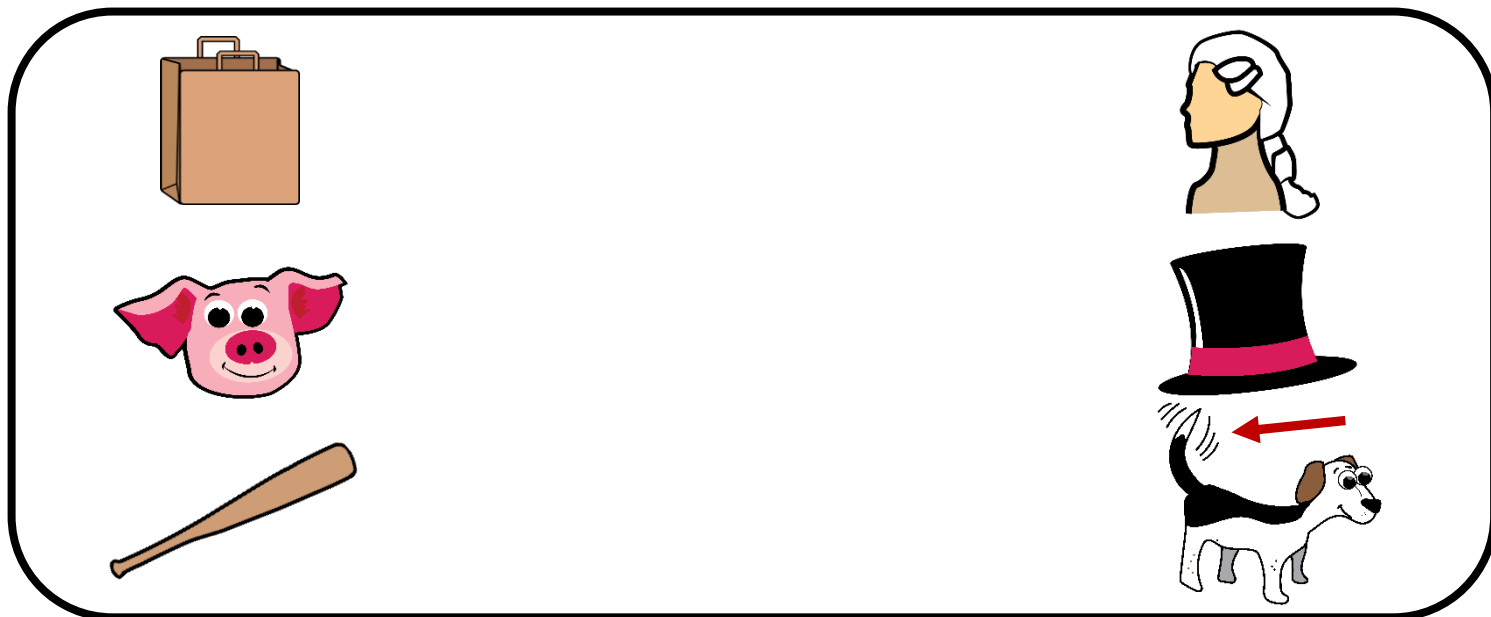
 **What Sound Comes F1RST?**



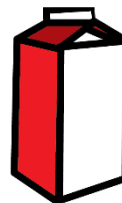
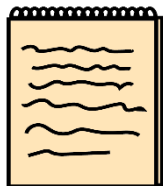
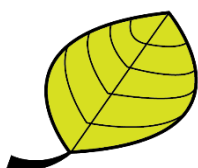
Nn



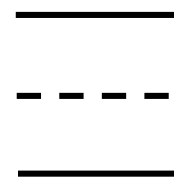
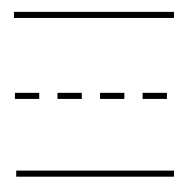
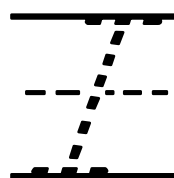
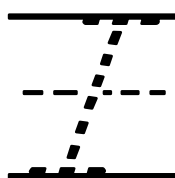
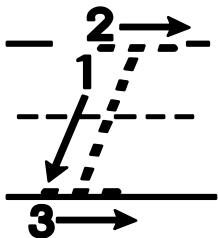
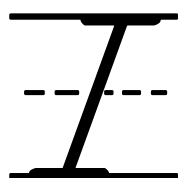
Rhyme Time



What Sound Comes F1RST?



Words to Know






Name: _____

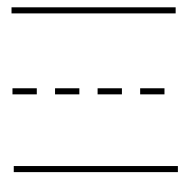
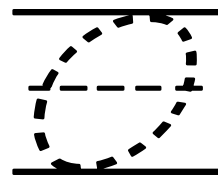
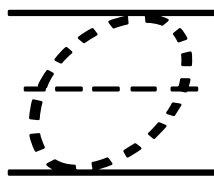
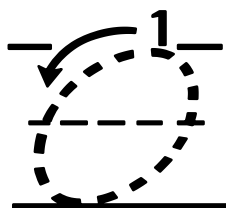
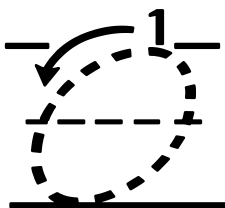
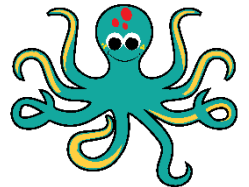
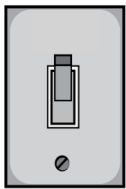


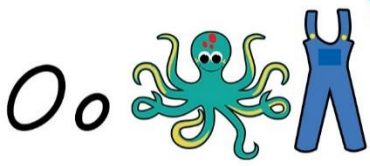
 **Letter Find**

M O L O O K

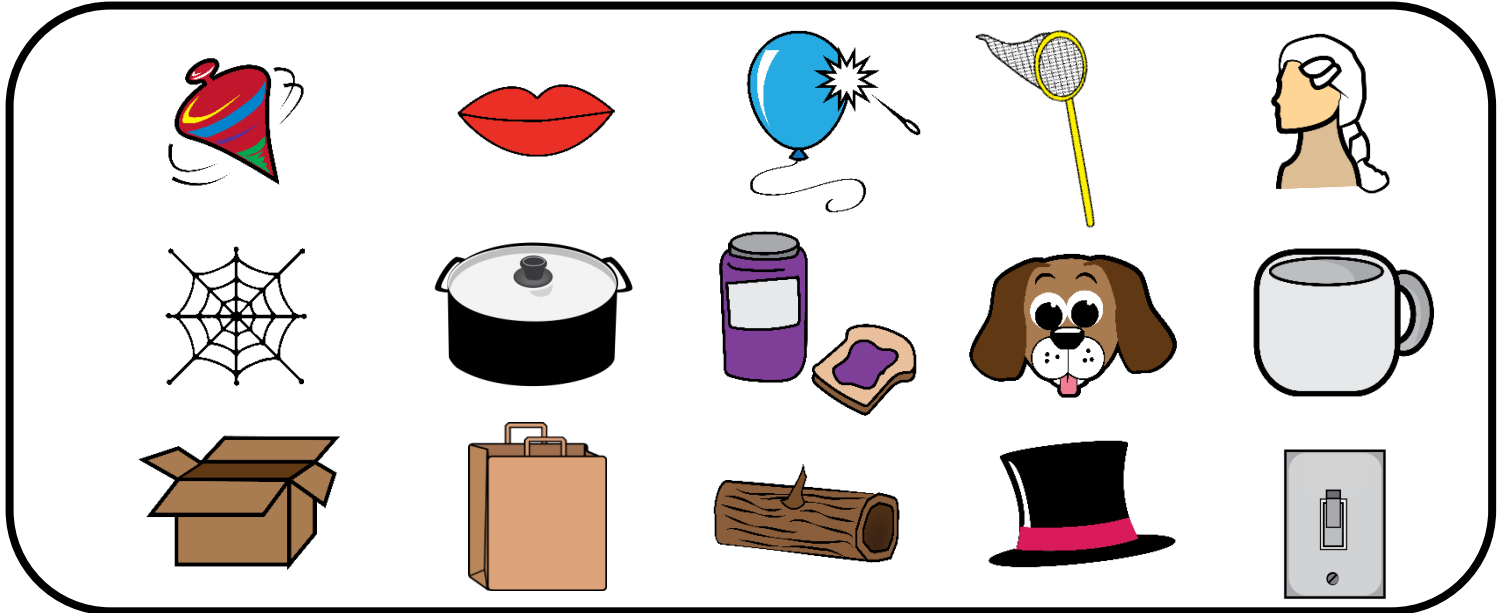
o o k n o m

 **What Sound Comes F1RST?**

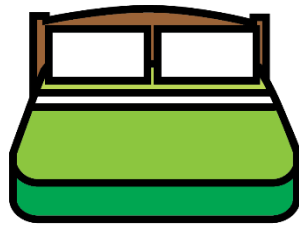
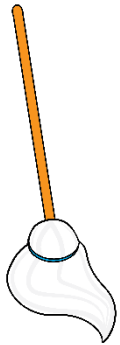




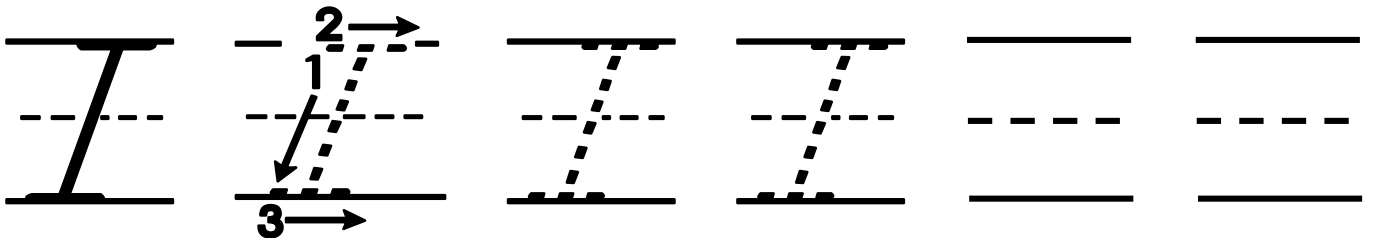
Sound Recognition

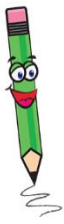


Rhyme Time



Words to Know





Handwriting 1

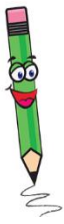


Name: _____

Handwriting practice for uppercase 'K' and lowercase 'k'. The first row shows a solid 'K', a dashed 'K' with stroke order arrows (1: diagonal down, 2: diagonal up), another dashed 'K', a solid 'k', a dashed 'k' with stroke order arrow (1: diagonal down), and another dashed 'k'. Below each column are two sets of handwriting lines (top, middle dashed, bottom).

Handwriting practice for uppercase 'L' and lowercase 'l'. The first row shows a solid 'L', a dashed 'L' with stroke order arrow (1: diagonal down), another dashed 'L', a solid 'l', a dashed 'l' with stroke order arrow (1: diagonal down), and another dashed 'l'. Below each column are two sets of handwriting lines (top, middle dashed, bottom).

Handwriting practice for uppercase 'M' and lowercase 'm'. The first row shows a solid 'M', a dashed 'M' with stroke order arrows (1: diagonal down, 2: diagonal up), another dashed 'M', a solid 'm', a dashed 'm' with stroke order arrow (1: diagonal down), and another dashed 'm'. Below each column are two sets of handwriting lines (top, middle dashed, bottom).



Handwriting 1



Name: _____

Handwriting practice for uppercase 'A' and lowercase 'a'. The first row shows a solid 'A', a dashed 'A' with stroke order arrows (1: diagonal down-left, 2: diagonal down-right), a dashed 'A' for tracing, a solid 'a', a dashed 'a' with stroke order arrow (1: counter-clockwise curve), and a dashed 'a' for tracing. Below are two sets of handwriting lines (top, middle dashed, bottom) for independent practice.

Handwriting practice for uppercase 'O' and lowercase 'o'. The first row shows a solid 'O', a dashed 'O' with stroke order arrow (1: counter-clockwise curve), a dashed 'O' for tracing, a solid 'o', a dashed 'o' with stroke order arrow (1: counter-clockwise curve), and a dashed 'o' for tracing. Below are two sets of handwriting lines (top, middle dashed, bottom) for independent practice.

Words to Know

Handwriting practice for the word 'I'. The first row shows a solid 'I', a dashed 'I' with stroke order arrows (1: diagonal down-left, 2: horizontal top, 3: horizontal bottom), a dashed 'I' for tracing, another dashed 'I' for tracing, and two sets of empty handwriting lines for independent practice.



Homework 1

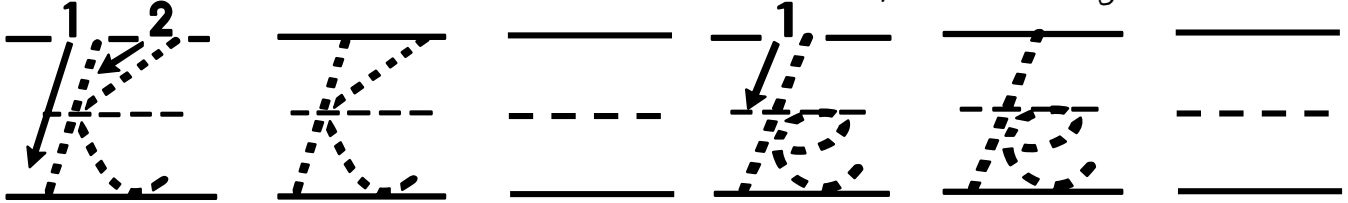
Name: _____



Monday



Letter Formation: Trace the letter K, then practice on your own.



What Comes FIRST? Circle the pictures that begin with the /k/ sound.



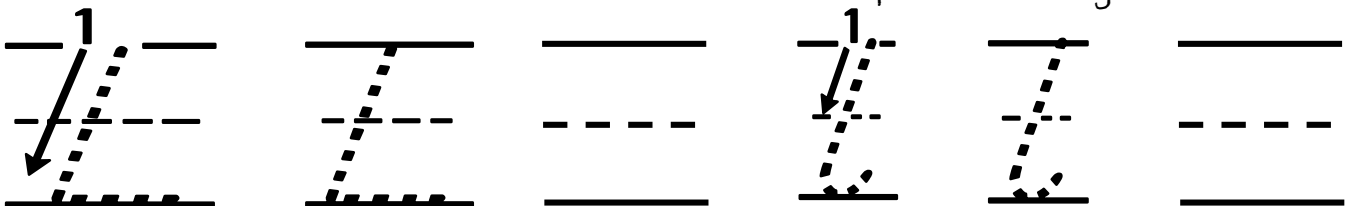
Practice reading this word aloud.

I

Tuesday



Letter Formation: Trace the letter L, then practice on your own.



What Comes FIRST? Circle the pictures that begin with the /l/ sound.



Practice reading this word aloud.

I



Homework 1

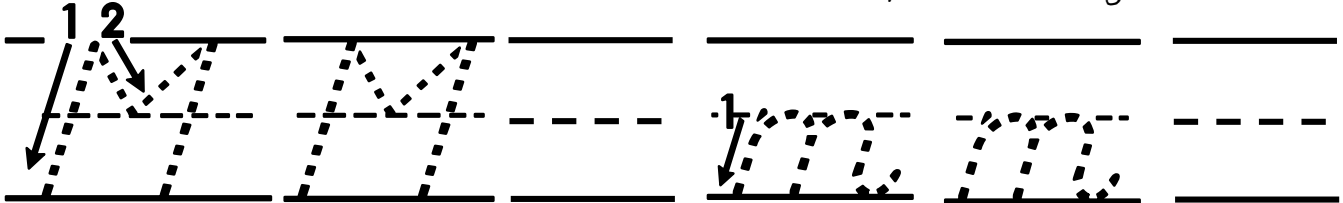
Name: _____



Wednesday



Letter Formation: Trace the letter M, then practice on your own.



Rhyme Time: Circle the picture that rhymes with *mop*.



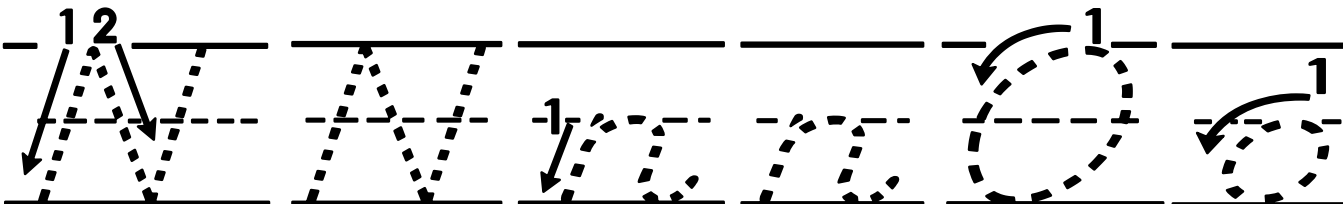
Practice reading this word aloud.

I

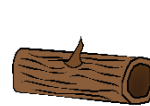
Thursday



Letter Formation: Trace the letter N & O.



Sound Recognition: Circle the pictures that contain the /ð/ sound.



Practice reading this word aloud.

I

Parent Signature: _____

Phonics Assessment 1



Name: _____



I. What Sound do you Hear?

1. _____
2. _____
3. _____
4. _____
5. _____



IV. Letter Formation

12. _____
- _____
- _____
13. _____
- _____
- _____



II. Letter Recognition

6. *O* _____
7. *M* _____
8. *K* _____
9. *N* _____
10. *L* _____

14. _____
- _____
- _____
15. _____
- _____
- _____

16. _____
- _____
- _____



III. Rhyme Time

11.


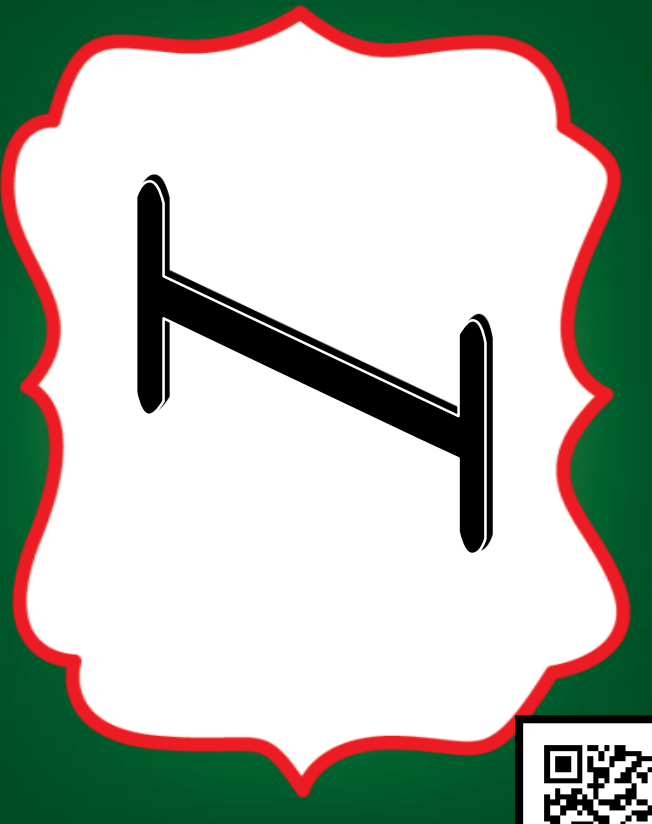


V. Word to Know

17. *I* _____


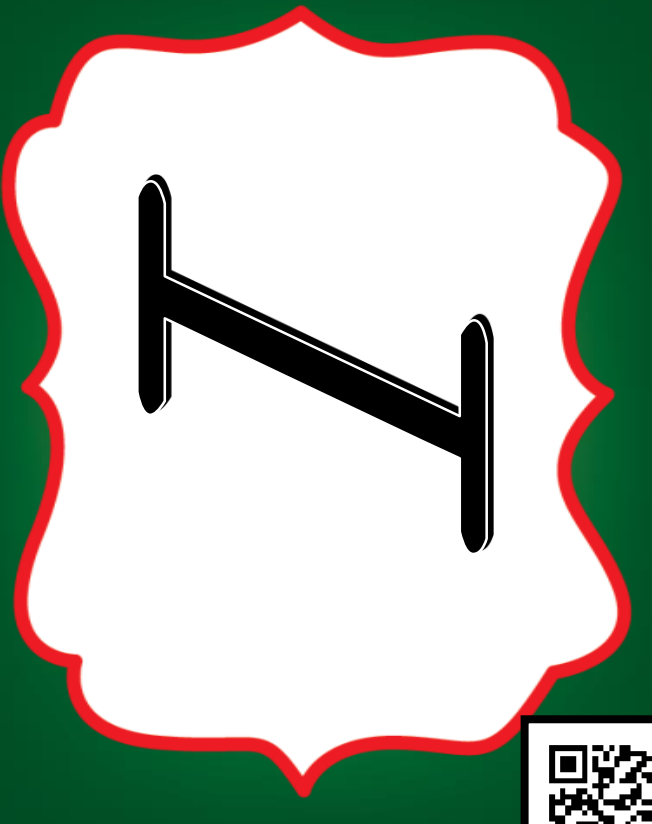
English Math Science Writing

© 2015 Watson Works LLC




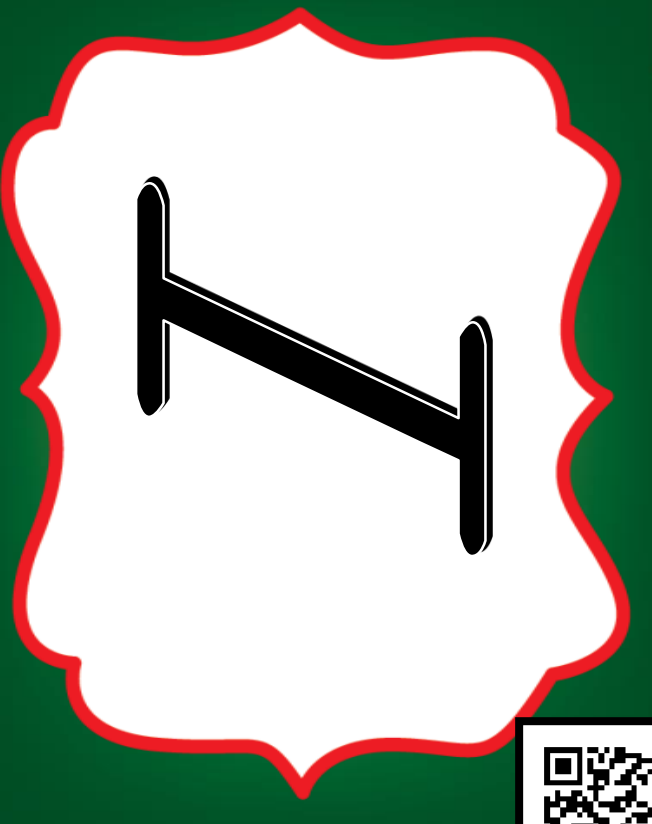
English Math Science Writing

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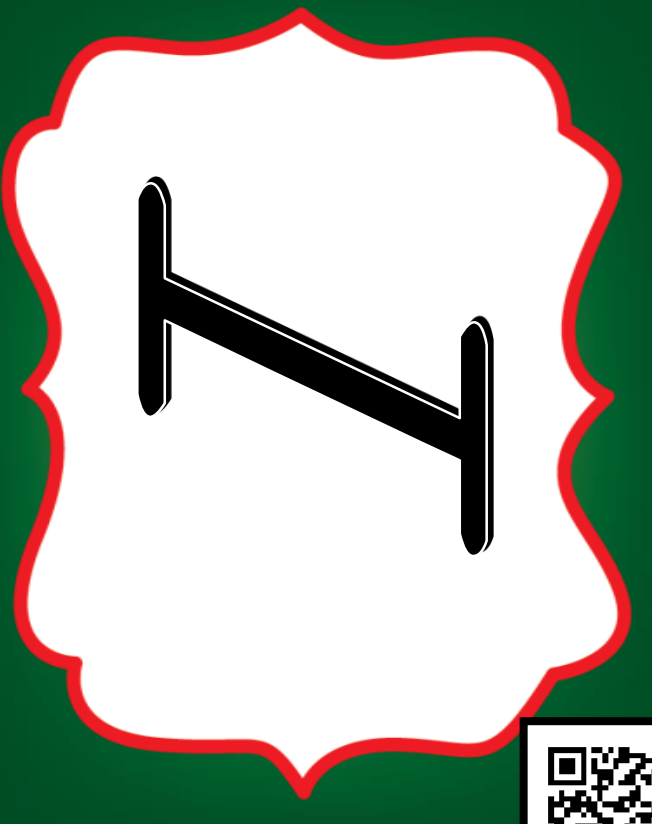
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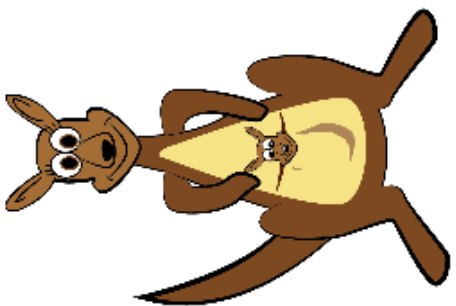
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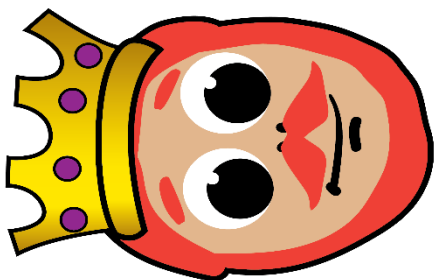
English Math Science Writing

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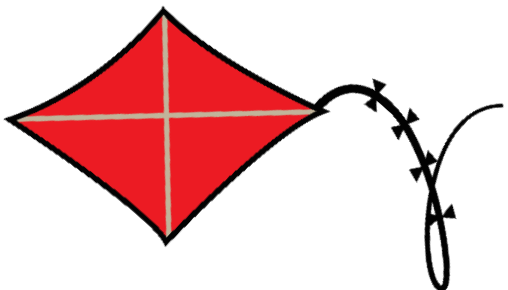




k



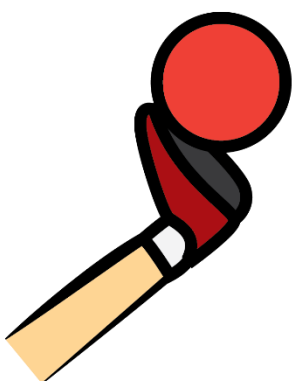
K



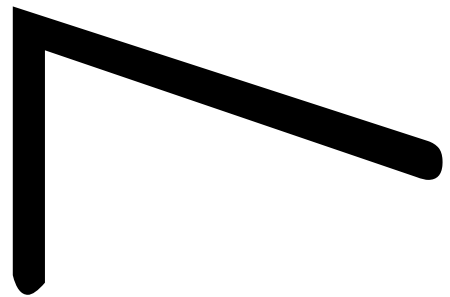
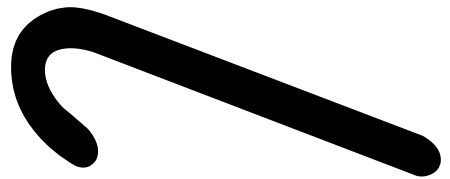
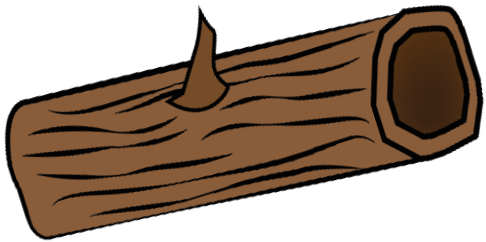
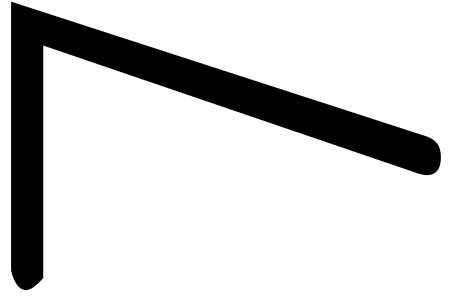
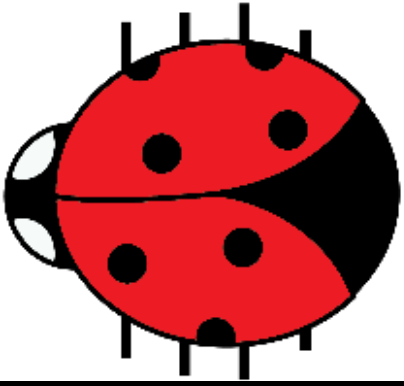
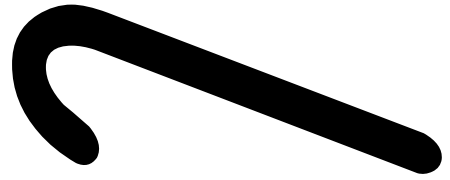
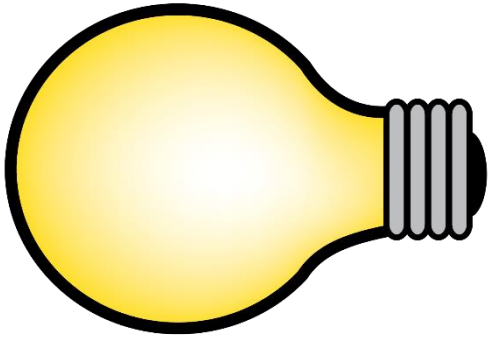
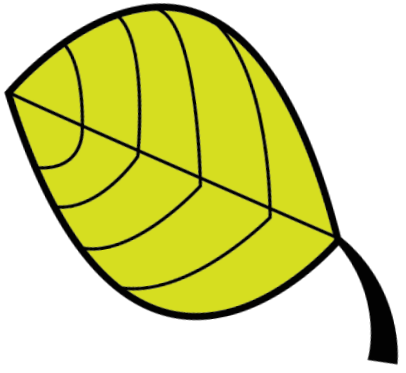
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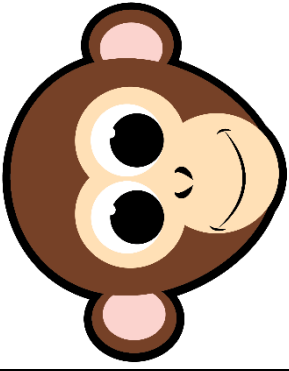


K

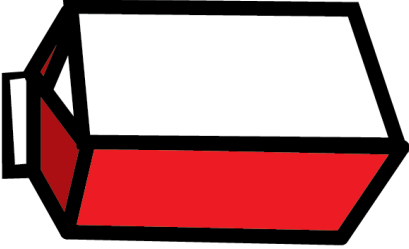


k





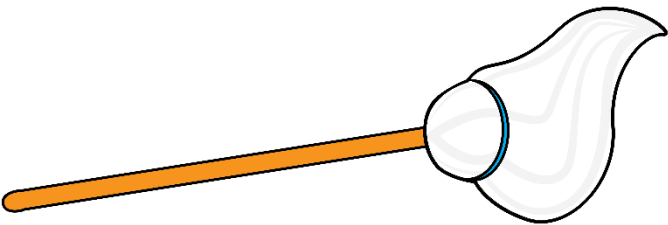
m



M



m



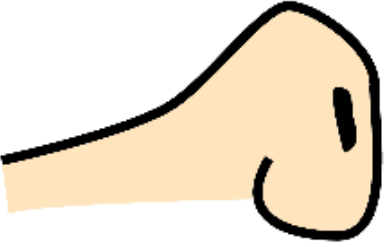
M



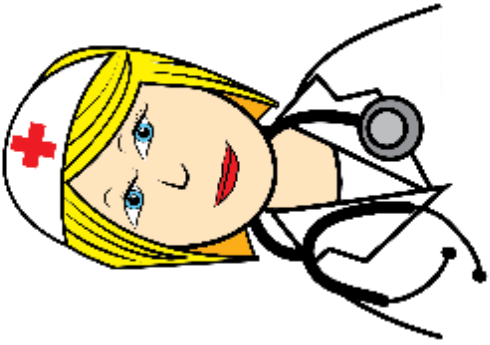
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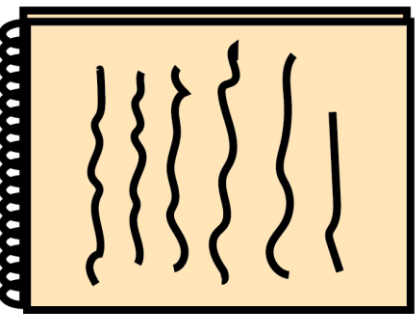
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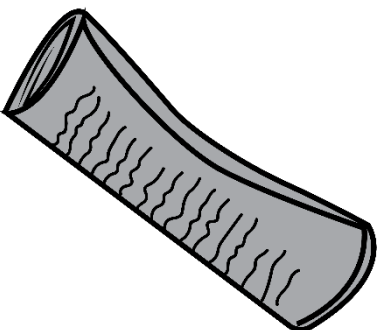
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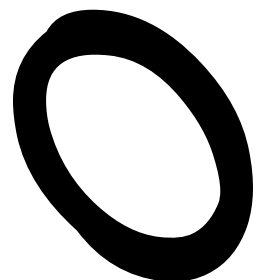
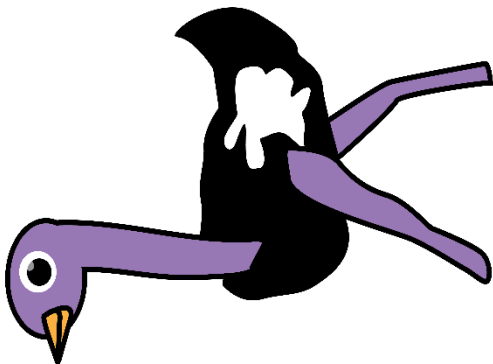
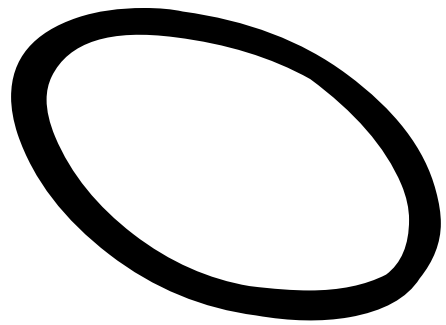
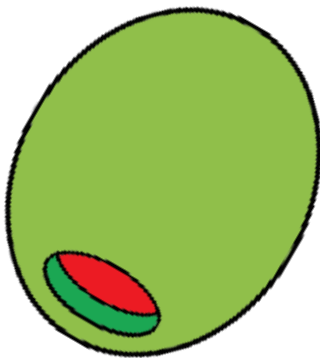
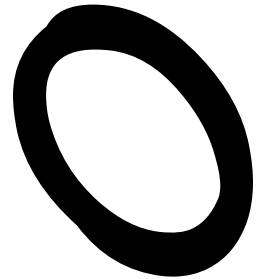
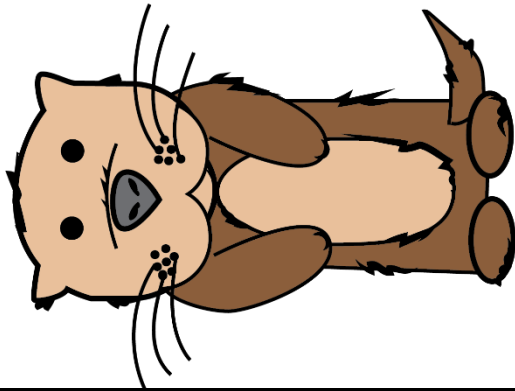
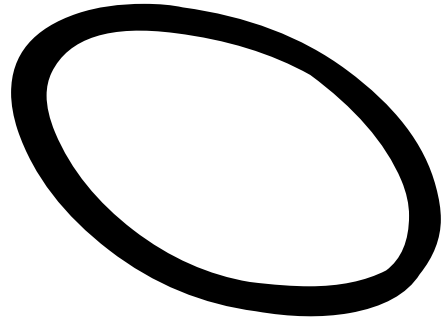
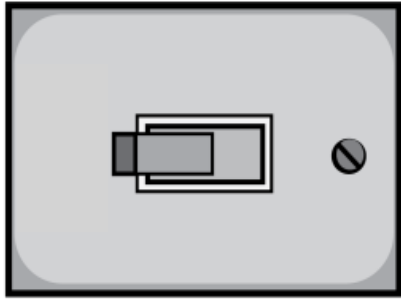
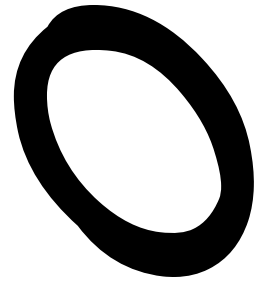
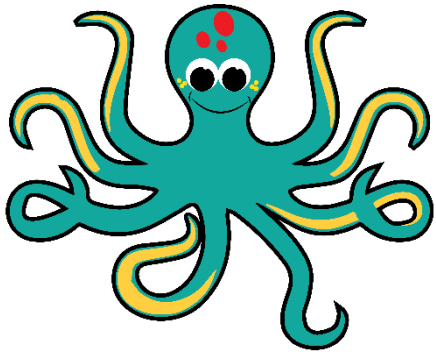
M



n



M



Week 1

Teacher Instructions

Phonics Skills – k, l, m, n, o
Spelling – none this week

Pg. 5/6 – Lesson 1 (Kk)



Touch & Say – Students should practice reading the alphabet strip and saying the sounds for each letter.



Letter Find – Students should practice locating the upper-case letter **K** in the top row and the lower-case letter **k** in the bottom row.



What Sound Comes F1RST? – Say the name of each picture to the students. Ask them what sound they hear first (or in the beginning or initial position). Then, ask them what letter makes this sound. Afterward, students should practice tracing the letter **K** and then write the letter **K** once on their own.

1. king → /k/, K
2. key → /k/, K
3. kids → /k/, K
4. kite → /k/, K
5. kangaroo → /k/, K



Rhyme Time – Say the name of each picture in the 1st column to the students; then, read the name of each picture in the 2nd column. Students should draw a line matching the picture in the 1st column that rhymes with the picture in the 2nd column.

- | | | |
|--------|-------|-----|
| 1. hat | _____ | cap |
| 2. nap | _____ | pin |
| 3. fin | _____ | cat |



What Sound Comes F1RST? – Say the name of each picture in the 1st row. Students should circle the pictures that begin with the /k/ sound. Repeat for the 2nd row.

- | | | | |
|----------------|------------|-------------|-------------|
| 1. <u>kick</u> | apple | <u>king</u> | pot |
| 2. dog | <u>key</u> | bed | <u>kite</u> |



Words to Know (high frequency word – “I”) – Read the high frequency word to the students. Students should practice saying the word aloud (individually, in pairs, and/or in groups), then follow the arrows & trace the dotted high frequency word and practice writing the word on the blank lines.

High Frequency - I

Pg. 7/8 – Lesson 2 (Ll)



Touch & Say – Students should practice reading the alphabet strip and saying the sounds for each letter.



Letter Find – Students should practice locating the upper-case letter **L** in the top row and the lower-case letter **l** in the bottom row.



What Sound Comes F1RST? – Say the name of each picture to the students. Ask them what sound they hear first (or in the beginning or initial position). Then, ask them what letter makes this sound. Afterward, students should practice tracing the letter **L** and then write the letter **L** once on their own.

1. log → /l/, L
2. lamb → /l/, L
3. lizard → /l/, L
4. light → /l/, L
5. leg → /l/, L



Rhyme Time – Say the name of each picture in the 1st column to the students; then, read the name of each picture in the 2nd column. Students should draw a line matching the picture in the 1st column that rhymes with the picture in the 2nd column.

- | | | |
|--------|-------|-----|
| 1. log | _____ | bat |
| 2. hen | _____ | dog |
| 3. cat | _____ | pen |



What Sound Comes F1RST? – Say the name of each picture in the 1st row. Students should circle the pictures that begin with the /l/ sound. Repeat for the 2nd row.

- | | | | |
|----------------|-------------|-------------|-------------|
| 1. <u>lips</u> | bow | horse | <u>leaf</u> |
| 2. kick | <u>lion</u> | <u>lamb</u> | hat |



Words to Know (high frequency word – “I”) – Read the high frequency word to the students. Students should practice saying the word aloud (individually, in pairs, and/or in groups), then follow the arrows & trace the dotted high frequency word and practice writing the word on the blank lines.

Week 1

Teacher Instructions

Phonics Skills – k, l, m, n, o
Spelling – none this week

Pg. 9/10 – Lesson 3 (Mm)



Touch & Say – Students should practice reading the alphabet strip and saying the sounds for each letter.



Letter Find – Students should practice locating the upper-case letter **M** in the top row and the lower-case letter **m** in the bottom row.



What Sound Comes F1RST? – Say the name of each picture to the students. Ask them what sound they hear first (or in the beginning or initial position). Then, ask them what letter makes this sound. Afterward, students should practice tracing the letter **M** and then write the letter **M** once on their own.

1. milk → /m/, M
2. map → /m/, M
3. moon → /m/, M
4. moth → /m/, M
5. mop → /m/, M



Rhyme Time – Say the name of each picture in the 1st column to the students; then, read the name of each picture in the 2nd column. Students should draw a line matching the picture in the 1st column that matches with the picture in the 2nd column.

- | | | |
|--------|-------|-----|
| 1. wig | _____ | top |
| 2. mop | _____ | dig |
| 3. pot | _____ | dot |



What Sound Comes F1RST? – Say the name of each picture in the 1st row. Students should circle the pictures that begin with the /m/ sound. Repeat for the 2nd row.

- | | | | |
|----------|---------|---------|------|
| 1. lemon | mouse | ketchup | mud |
| 2. ant | ladybug | mug | milk |



Words to Know (high frequency word – “I”) – Read the high frequency word to the students. Students should practice saying the word aloud (individually, in pairs, and/or in groups), then follow the arrows & trace the dotted high frequency word and practice writing the word on the blank lines.

High Frequency - I

Pg. 11/12 – Lesson 4 (Nn)



Touch & Say – Students should practice reading the alphabet strip and saying the sounds for each letter.



Letter Find – Students should practice locating the upper-case letter **N** in the top row and the lower-case letter **n** in the bottom row.



What Sound Comes F1RST? – Say the name of each picture to the students. Ask them what sound they hear first (or in the beginning or initial position). Then, ask them what letter makes this sound. Afterward, students should practice tracing the letter **N** and then write the letter **N** once on their own.

1. newspaper → /n/, N
2. notepad → /n/, N
3. nurse → /n/, N
4. nose → /n/, N
5. nap → /n/, N



Rhyme Time – Say the name of each picture in the 1st column to the students; then, read the name of each picture in the 2nd column. Students should draw a line matching the picture in the 1st column that matches with the picture in the 2nd column.

- | | | |
|--------|-------|-----|
| 1. bag | _____ | wig |
| 2. pig | _____ | hat |
| 3. bat | _____ | wag |



What Sound Comes F1RST? – Say the name of each picture in the 1st row. Students should circle the pictures that begin with the /n/ sound. Repeat for the 2nd row.

- | | | | |
|------------|------|------|--------|
| 1. leaf | no | moon | nickel |
| 2. notepad | nest | milk | kite |



Words to Know (high frequency word – “I”) – Read the high frequency word to the students. Students should practice saying the word aloud (individually, in pairs, and/or in groups), then follow the arrows & trace the dotted high frequency word and practice writing the word on the blank lines.

Week 1

Teacher Instructions

Phonics Skills – k, l, m, n, o
Spelling – none this week

Pg. 13/14 – Lesson 5 (Oo)



Touch & Say – Students should practice reading the alphabet strip and saying the sounds for each letter.



Letter Find – Students should practice locating the upper-case letter **O** in the top row and the lower-case letter **o** in the bottom row.



What Sound Comes F1RST? – Say the name of each picture to the students. Ask them what sound they hear first (or in the beginning or initial position). Then, ask them what letter makes this sound. Afterward, students should practice tracing the letter **O** and then write the letter **O** once on their own.

1. on → /ɔ̃/, O
2. otter → /ɔ̃/, O
3. ostrich → /ɔ̃/, O
4. olive → /ɔ̃/, O
5. octopus → /ɔ̃/, O



Sound Recognition – Say the name of each picture in the 1st row. Students should circle the pictures that contain the /ɔ̃/ sound. Repeat for the 2nd & 3rd rows.

- | | | | | |
|--------|------|-----|-----|-----|
| 1. top | lips | pop | net | wig |
| 2. web | pot | jam | dog | mug |
| 3. box | bag | log | hat | on |



Rhyme Time – Say the name of each picture. Students should circle the 2 pictures that rhyme.

- | | | | |
|-----|-----|-----|-----|
| mop | bed | bat | top |
|-----|-----|-----|-----|



Words to Know (high frequency word – “I”) – Read the high frequency word to the students. Students should practice saying the word aloud (individually, in pairs, and/or in groups), then follow the arrows & trace the dotted high frequency word and practice writing the word on the blank lines.

High Frequency - I

Pg. 15/16 – Handwriting 1



Directions – Students should practice following the arrows & trace the dotted upper-case & lower-case letters. Then practice writing the letters on the blank lines. ***Tip:** Have students complete the section for the letter being studied each day, instead of completing the handwriting sheet all at one time. For example, the letter K section of the handwriting, would be completed following lesson 1.

Pg. 17/18 – Homework 1

MONDAY



Letter Formation – Students should practice tracing the upper- & lower-case letter **K**; then, practice writing the letter **K** on the blank lines.



What Comes F1RST? – Students should circle the pictures that begin with the /k/ sound.

→ king, kite, key



High Frequency Words – Students should practice reading the word aloud.

→ I

TUESDAY



Letter Formation – Students should practice tracing the upper- & lower-case letter **L**; then, practice writing the letter **L** on the blank lines.



What Comes F1RST? – Students should circle the pictures that begin with the /l/ sound.

→ lion, light, lamb, lizard



High Frequency Words – Students should practice reading the word aloud.

→ I

WEDNESDAY



Letter Formation – Students should practice tracing the upper- & lower-case letter **M**; then, practice writing the letter **M** on the blank lines.



Rhyme Time – Students should circle the picture that rhymes with **mop**.

→ top



High Frequency Words – Students should practice reading the word aloud.

→ I

THURSDAY



Letter Formation – Students should practice tracing the upper- & lower-case letters **N** & **O**.



Sound Recognition – Students should circle the pictures that contain the /ɔ̃/ sound.

→ fox, pop, pot, log



High Frequency Words – Students should practice reading the word aloud.

→ I



Phonics Skills – k, l, m, n, o
Spelling – none this week

Pg. 19 – Phonics Assessment 1

Directions: Sections I, III, and IV are designed so that they can be completed as a whole class, small group, or individually. Sections II and V should be completed with students during independent work time, and students should be interviewed individually.

Note: The intention of this assessment is not for grading purposes, but to serve as a tool for assessing the needs of students. The target goal should be for students to master 80% of the assessment; plan intervention for students below 80%. A Progress Recording Form is included for you to track individual student's progress on each weekly assessment.



I. What Sound do you Hear? – Read the following sounds to students. Students should identify the letters that make each sound.

1. /n/ → n
2. /k/ → k
3. /m/ → m
4. /ō/ → o
5. /l/ → l



II. Letter Recognition – Point to each letter and have the student identify the name of the letter.

6. O
7. M
8. K
9. N
10. L



III. Rhyme Time – Say the name of each picture to the students. Students should circle the 2 pictures that rhyme.

11. mug log
dog nest



IV. Letter Formation – Read each sound separately below. Tell students to echo each sound as you read it. Then, students should write the lower-case letter that makes each sound.

12. /m/ → m
13. /ō/ → o
14. /l/ → l
15. /n/ → n
16. /k/ → k



V. Word to Know – Ask students to read each word. Check if identified correctly

17. I

High Frequency - I

Pg. 20 – High Frequency Flash Cards

Directions: These cards are included to print for students to take home and study or for small group/whole class review games.

The QR codes on each card link to the word being read for the students. If you're using these cards in class and you want to take advantage of this feature, make sure you have a QR code reader downloaded on a smart device and instruct students on how to use it.

Pg. 21-25 – Cooperative Learning Cards

Suggestions for use are on pg. 30-31.

Pg. 32 – Progress Recording Form

Directions: This form is included for you to track each student's individual progress on each weekly assessment. Students performing below 80% on an assessment should be given extra help and intervention.



Suggestions for Use

Name the Letter

Teacher Preparation:

- Print one set of the cards (cardstock recommended) per pair/group/class.
- Cut cards on the solid black lines, then fold cards on the dotted lines, making 2-sided cards with a picture on one side and a letter on the back.
- Laminate cards so they can be used again and again (optional).
- Store cards in a plastic baggie or punch a hole in the top corner of each card and place them on a ring.

Directions for Play (Small Group/Whole Class):

1. Assemble cards into a deck, picture side up.
2. One student (or the teacher) holds up the first card and shows the other students in the group/class the picture side of the card (use a document camera if doing this activity with the whole class).
3. The student/teacher says the name of the picture (if students struggle, help them with the picture names). Then, tell students, "Name the letter that comes first in this word."
4. The other students in the group/class should write the letter on a small whiteboard/chalkboard or using a whiteboard/chalkboard app on a smart device.
5. Once all students have written their answers, direct them to show their boards/devices.
6. Turn the card around to reveal the letter, and allow students to check their answers, and correct if necessary.
7. Students should erase boards, and another student (or the teacher) draws another card.
8. Repeat steps 2-7 until all cards are used or as time permits.

Go Fish

Teacher Preparation:

- Print one set of the cards (cardstock recommended) per pair/group.
- Cut cards on the solid black lines and the dotted lines, separating the letters from pictures.
- Laminate cards so they can be used again and again (optional).
- Store cards in a plastic baggie or punch a hole in the top corner of each card and place them on a ring.

Directions for Play (Pairs/Small Group):

1. Shuffle cards and assemble into a deck.
2. The dealer deals each player 5 cards and places the remaining cards face down in a deck.
3. Moving clockwise, players take turns asking a specific player, "Do you have a picture that begins with the ____ sound?" or "Do you have the letter that the word _____ begins with?" If the player has the card you requested, he/she must pass it over. If not, you must go fish (draw a card from the deck). If you get the card you requested, you get to go again.
4. Play continues until all hands are empty and there are no more cards from which to draw. The winner is the player with the most pairs of matching cards at the end of the game.



Suggestions for Use

Memory

Teacher Preparation:

- Print one set of the cards (cardstock recommended) per pair/group.
- Cut cards on the solid black lines and the dotted lines, separating the letters from pictures.
- Laminate cards so they can be used again and again (optional).
- Store cards in a plastic baggie or punch a hole in the top corner of each card and place them on a ring.

Directions for Play (Pairs/Small Group):

1. Mix up the cards and lay them in rows, face down.
2. The first player turns over any two cards. If the cards match (the letter matches the initial sound of the name of the picture), the player keeps them and goes again. If they don't match, the cards are turned back over, and it's the next player's turn).

Note: *Players should match letters to the initial sound of the name of each picture; players should not match letters with letters.*

3. Play continues until all cards have been matched or as time permits. The player with the most pairs of matching cards wins the game.

Quiz-Quiz-Trade

Teacher Preparation:

- Print one set of the cards (cardstock recommended).
- Cut cards on the solid black lines, fold cards on the dotted lines, making 2-sided cards with a picture on one side and a letter on the back.
- Laminate cards so they can be used again and again (optional).
- Store cards in a plastic baggie or punch a hole in the top corner of each card and place them on a ring.

Directions for Play (Small Group/Whole Class):

1. Distribute cards to students so that each student has one card.
2. Students should partner with a classmate.
3. Partner A will show Partner B the picture side of his/her card and say the name of the picture aloud.
4. Partner B will say the letter with which the picture begins. (If Partner B answers incorrectly, Partner A will coach him/her.)
5. Students will switch roles so Partner B quizzes Partner A.
6. Partners trade cards.
7. Repeat steps 2-6 a few more times with different partners as time permits.



Progress Recording Form

Teacher: _____
Weeks 1-6

Student Name	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
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2.						
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22.						



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TpT



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Credits:

Fonts 4 Teachers

