**Picture Word Scramble**
Choose a picture card. Place the picture card in one of the display pockets along with the letters, blends, or vowel combinations needed to spell the word that is being depicted. Scramble the cards and challenge students to rearrange them in order to spell the picture word correctly. Students can use the back of the picture card for assistance or to check their spelling.

**Picture Card Sentence**
Place the picture cards in the center pockets that match the picture words’ vowel sounds. Have students take a picture card at random from any pocket. Challenge students to use the picture word in a sentence.

**I Spy**
Place several picture cards in the display pockets. Give clues for a specific picture. For example, if the picture cards display a rake, train, grape, straw, jeep, and baby, give clues such as: “The picture I am thinking of has the long a sound,” “The picture has five letters when you spell the word,” and “The picture rhymes with the word cape.” Clues make students think about the word, even though they can’t see the word.

**Intervention Strategies**
- **Decoding**: Clap along to word parts in names and in the names of objects. Later, implement this strategy in building new words.
- **Beginning blends**: Work backward by removing the front blend of a difficult word to reveal a known rhyme or smaller word. For example, cover the st in stand to show the high-frequency word and.
- **Fluency**: Use choral and echo reading to help model and build fluency with new words.
- **Word relationships**: Encourage students to connect the spelling and sound relationships shared by known words and new words. Have students ask themselves, “Do I know any other words that look and sound like this new word? Are any of these words that look or sound alike related to each other?”
- **Comprehension**: Avoid rote word-building by using new words in sentences to ensure the meanings of the words are understood and applied in context.

**Features**
- **70 Letter Cards**:
  - Red Vowel Cards: a (5) e (5) i (5) o (5) u (5) y (5)
  - Blue Consonant Cards: b (2) c (2) d (2) f (2) g (2) h (2) j (1) k (2) l (2) m (2) n (2) p (2) q (1) r (2) s (5) t (2) v (2) w (2) x (1) y (1) z (1)

- **36 Blend and Digraph Cards**:
  - Blends: bl ch cl dr fl gl gr ld lt mp nd nk sc sh sp st th tr

- **24 Vowel Combination Cards**:
  - Vowel combinations are printed in purple. ai aw ay ea ee ew ie oa oi oo ou ue

- **76 Picture Cards**:
  - Picture cards are double-sided, showing the picture on one side and the corresponding word on the opposite side. Each word has a vowel or vowel combination that is printed in either red, blue, or purple. Four blank cards are included.
Suggested Activities:

**Picture/Vowel Match**
Place the vowel combination cards in the clear display pockets at the top of the chart. Place one or more corresponding picture cards into the vowel combination storage pocket at the bottom of the chart. Challenge students to match the pictures to the corresponding vowel sounds by removing the correct cards from the pockets. For assistance, students should use the picture words on the back of the cards.

**ABC Order**
Select several picture cards at random and place them in a display pocket. Challenge students to order the cards alphabetically. If students need to, they can look at the back of the picture cards or sing the ABC song for assistance.

**Building Words**
Place several picture cards in the clear display pockets. Then, place letter, blend, and vowel combination cards into their respective storage pockets. Challenge students to select a picture card and then build the word, as they hear it, with the letter, blend, and vowel combination cards. For example:

- goat: Students must find the g, oa, and t cards.

**What am I?**
To play this game, follow the picture card list in this guide. Place all the picture cards in their corresponding vowel combination pockets. Choose a picture card from the list and give students details that describe the object. For example:

- book: It opens. It has words. You read it.

Students should formulate a guess, identify the vowel or vowel combination of the picture word, and then locate the pocket that contains the picture card. Have students guess the answer by moving a picture card from the vowel pockets to the clear display pocket. Have students read the back of the picture card before placing it in the display pocket. Then, have students say and spell the word aloud: “Book. B-O-O-K. Book.”