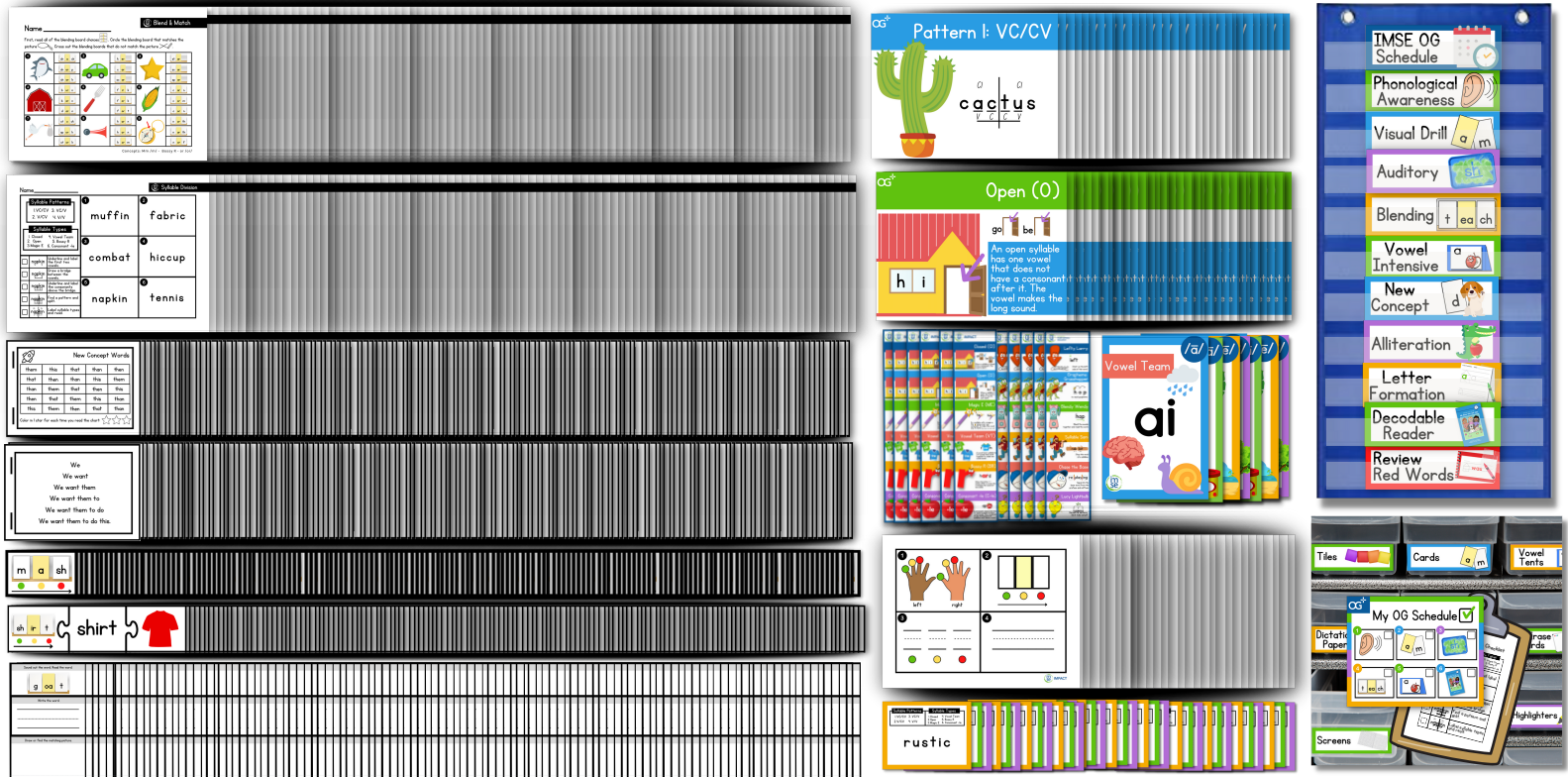




institute for  
multi-sensory  
education

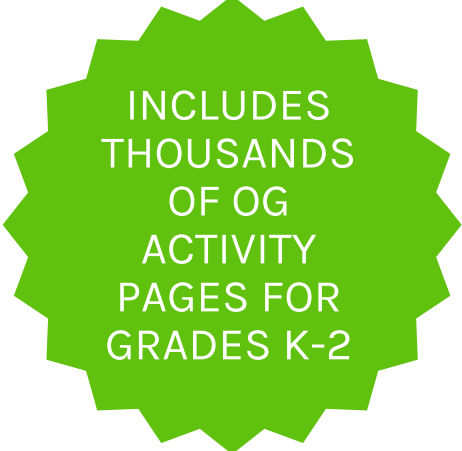


# Printable Classroom Collection



The set includes these products following the OG+ K-2 Scope and Sequence:

- OG+ Printable Phoneme/Grapheme Picture Activity Set
- OG+ Printable Grapheme Picture Card Set - K-2
- OG+ Printable Classroom Schedule & Materials Card Set
- OG+ Encoding & Decoding Printable Center Activity Set - Kindergarten
- OG+ Decodable Fluency Printable Set - Kindergarten
- OG+ Printable Decoding Cards Activity Set - K-2
- IMSE Printable Reading Strategy Posters and Bookmarks
- OG+ Printable Syllable Division Poster and Bookmark Set
- OG+ Encoding & Decoding Printable Center Activity Set - First Grade
- OG+ Decodable Fluency Printable Set - First Grade
- OG+ Encoding & Decoding Printable Center Activity Set - Second Grade
- OG+ Decodable Fluency Printable Set - Second Grade



[CLICK HERE](#)

Name \_\_\_\_\_







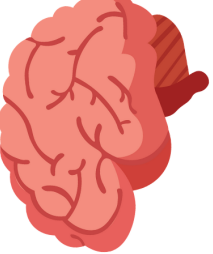

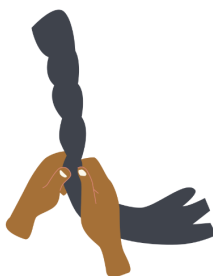


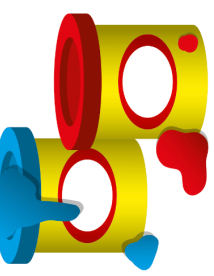


First, read all of the blending board choices . Circle the blending board that matches the picture . Cross out the blending boards that do not match the picture .

<p><b>1</b></p>	<p>c a t</p> <p>c a sh</p> <p>c o sh</p>	<p><b>2</b></p>	<p>f i b</p> <p>f u sh</p> <p>f i sh</p>	<p><b>3</b></p>	<p>r a sh</p> <p>r u sh</p> <p>r a d</p>
<p><b>4</b></p>	<p>sh o p</p> <p>sh i p</p> <p>sh i d</p>	<p><b>5</b></p>	<p>l a sh</p> <p>l i sh</p> <p>l a g</p>	<p><b>6</b></p>	<p>d a sh</p> <p>d i g</p> <p>d i sh</p>
<p><b>7</b></p>	<p>sh o p</p> <p>sh o t</p> <p>sh u t</p>	<p><b>8</b></p>	<p>w e sh</p> <p>w i sh</p> <p>w u sh</p>	<p><b>9</b></p>	<p>sh e d</p> <p>sh u d</p> <p>sh e b</p>

Name \_\_\_\_\_

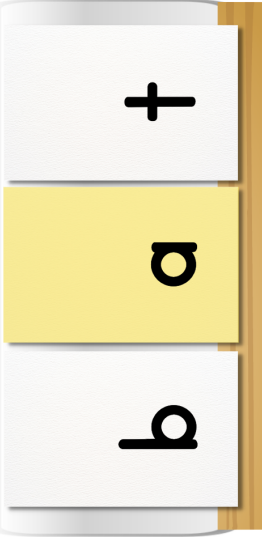
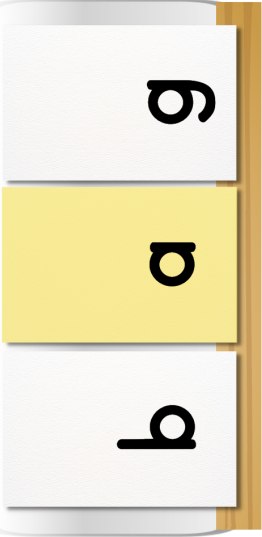
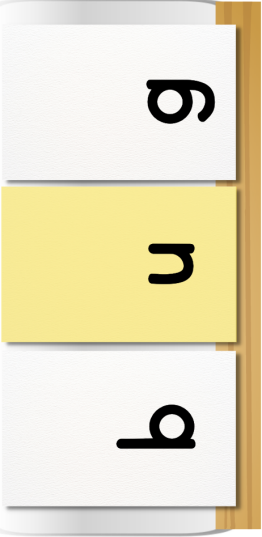


First, read all of the blending board choices . Circle the blending board that matches the picture . Cross out the blending boards that do not match the picture .

<p>1</p> 	<p>r ea n</p> <p>r ai n</p> <p>r ai m</p>	<p>2</p> 	<p>br ai n</p> <p>br ai m</p> <p>dr ai n</p>	<p>3</p> 	<p>sn ea l</p> <p>sm ai l</p> <p>sn ai l</p>
<p>4</p> 	<p>br ee d</p> <p>br ai d</p> <p>dr ai d</p>	<p>5</p> 	<p>h ee</p> <p>h ay</p> <p>l ay</p>	<p>6</p> 	<p>tr ay</p> <p>ch ay</p> <p>tr ee</p>
<p>7</p> 	<p>c ay</p> <p>cr ay</p> <p>cl ay</p>	<p>8</p> 	<p>p ay</p> <p>p o</p> <p>p i</p>	<p>9</p> 	<p>sh ay</p> <p>s ay</p> <p>sl ay</p>



Name \_\_\_\_\_

<p>Sound out the word. Read the word.</p> 	<p>Write the word.</p> <p>_____</p> <p>-----</p> <p>_____</p>	<p>Draw or find the matching picture.</p>
<p>Sound out the word. Read the word.</p> 	<p>Write the word.</p> <p>_____</p> <p>-----</p> <p>_____</p>	<p>Draw or find the matching picture.</p>
<p>Sound out the word. Read the word.</p> 	<p>Write the word.</p> <p>_____</p> <p>-----</p> <p>_____</p>	<p>Draw or find the matching picture.</p>



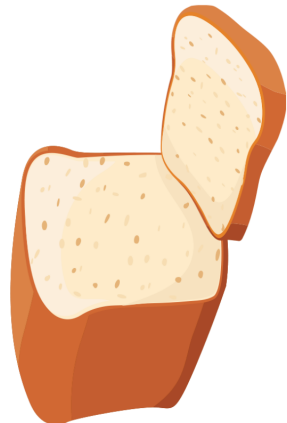
boat

A phonics card for the word 'boat'. It features a segmented word 'boat' on a yellow background. The letters are: 'b' (green dot), 'oa' (yellow dot), and 't' (red dot). To the right, there is a vertical arrow pointing upwards, with a green dot at the bottom and a red dot at the top.



toad

A phonics card for the word 'toad'. It features a segmented word 'toad' on a yellow background. The letters are: 't' (green dot), 'oa' (yellow dot), and 'd' (red dot). To the right, there is a vertical arrow pointing upwards, with a green dot at the bottom and a red dot at the top.



loaf

A phonics card for the word 'loaf'. It features a segmented word 'loaf' on a yellow background. The letters are: 'l' (green dot), 'oa' (yellow dot), and 'f' (red dot). To the right, there is a vertical arrow pointing upwards, with a green dot at the bottom and a red dot at the top.

Name \_\_\_\_\_

<b>Syllable Patterns</b> 1. VC/CV    3. VC/V 2. V/CV    4. V/V		
<b>Syllable Types</b> 1. Closed    4. Vowel Team 2. Open    5. Bossy R 3. Magic E    6. Consonant -le		
<input type="checkbox"/>	napkin <small>v</small>	Underline and label the first two vowels.
<input type="checkbox"/>	napkin <small>v</small>	Draw a bridge between the vowels.
<input type="checkbox"/>	napkin <small>v c cv</small>	Underline and label the consonants above the bridge.
<input type="checkbox"/>	napkin <small>v c cv</small>	Find a pattern and split.
<input type="checkbox"/>	napkin <small>v c cv</small>	Label syllable types and read.

<b>1</b>	<b>2</b>
fabric	admit
<b>3</b>	<b>4</b>
expel	muffin
<b>5</b>	<b>6</b>
submit	helmet

Name \_\_\_\_\_

**Syllable Patterns**

- 1. VC/CV    3. VC/V
- 2. V/CV    4. V/V

**Syllable Types**

- 1. Closed    4. Vowel Team
- 2. Open    5. Bossy R
- 3. Magic E    6. Consonant -le

<b>1</b>	reptile	<b>2</b>	cascade
<b>3</b>	dislike	<b>4</b>	cupcake
<b>5</b>	trombone	<b>6</b>	landscape

<input type="checkbox"/>	napkin <u>        </u> v	Underline and label the first two vowels.
<input type="checkbox"/>	napkin <u>        </u> v	Draw a bridge between the vowels.
<input type="checkbox"/>	napkin <u>        </u> v c c v	Underline and label the consonants above the bridge.
<input type="checkbox"/>	napkin <u>        </u> v c c v	Find a pattern and split.
<input type="checkbox"/>	CL napkin CL	Label syllable types and read.

Name \_\_\_\_\_

<p><b>Syllable Patterns</b></p> <p>1. VC/CV 3. VC/V 2. V/CV 4. V/V</p>		
<p><b>Syllable Types</b></p> <p>1. Closed 4. Vowel Team 2. Open 5. Bossy R 3. Magic E 6. Consonant -le</p>		
<input type="checkbox"/>	<u>Atlantic</u> v	Underline and label the first two vowels.
<input type="checkbox"/>	<u>Atlantic</u> v	Draw a bridge between the vowels.
<input type="checkbox"/>	<u>Atlantic</u> v c c v	Underline and label the consonants above the bridge.
<input type="checkbox"/>	<u>Atlantic</u> v c c v	Find a pattern and split.
<input type="checkbox"/>	<u>Atlantic</u> v c c v	Check to see if there is another vowel that is not an e at the end.
<input type="checkbox"/>	<u>antic</u> y	Cover up the letters before the second labeled vowel.
<input type="checkbox"/>	<u>antic</u> v c c v	Underline and label the next vowel. Then repeat steps 2-4.
<input type="checkbox"/>	<sup>cl</sup> <u>Atlantic</u> v c c v c c v	Label the syllable types and read the word.

<b>1</b>	<b>fantastic</b>	<b>2</b>	<b>volcano</b>
<b>3</b>	<b>insistent</b>	<b>4</b>	<b>Wisconsin</b>
<b>5</b>	<b>bombastic</b>	<b>6</b>	<b>intrinsic</b>



### Syllable Patterns

- 1. VC/CV
- 3. VC/V
- 2. V/CV
- 4. V/V

### Syllable Types

- 1. Closed
- 4. Vowel Team
- 2. Open
- 5. Bossy R
- 3. Magic E
- 6. Consonant -le

candid

### Syllable Patterns

- 1. VC/CV
- 3. VC/V
- 2. V/CV
- 4. V/V

### Syllable Types

- 1. Closed
- 4. Vowel Team
- 2. Open
- 5. Bossy R
- 3. Magic E
- 6. Consonant -le

tablet

### Syllable Patterns

- 1. VC/CV
- 3. VC/V
- 2. V/CV
- 4. V/V

### Syllable Types

- 1. Closed
- 4. Vowel Team
- 2. Open
- 5. Bossy R
- 3. Magic E
- 6. Consonant -le

napkin

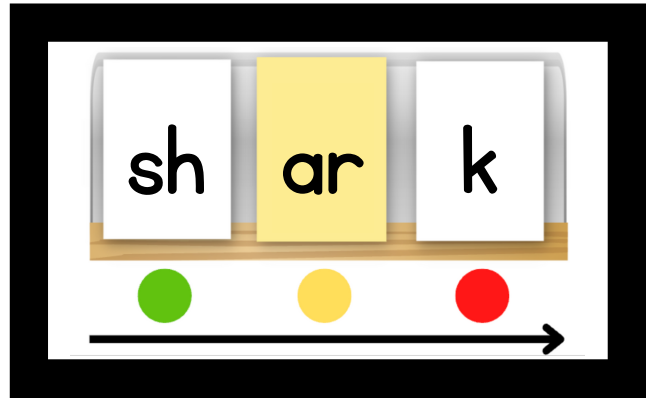
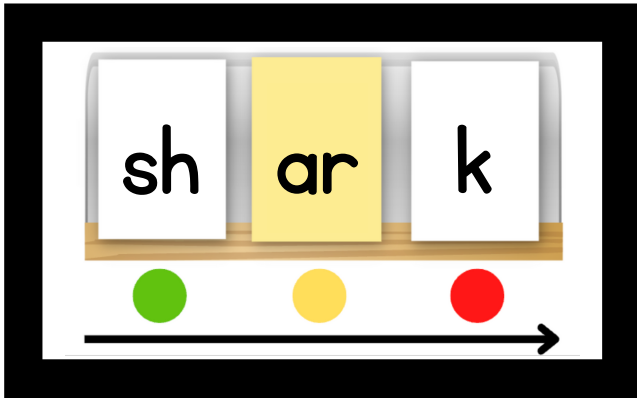
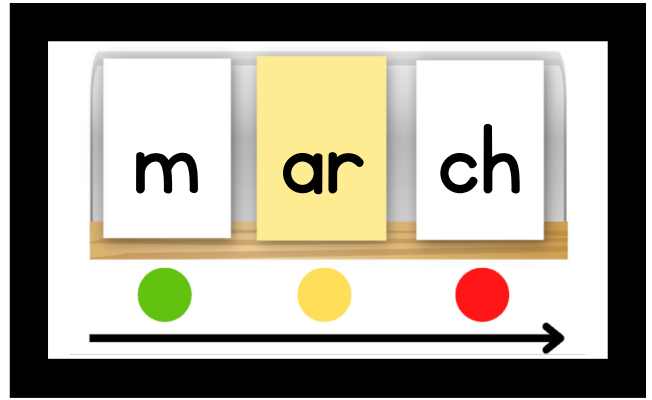
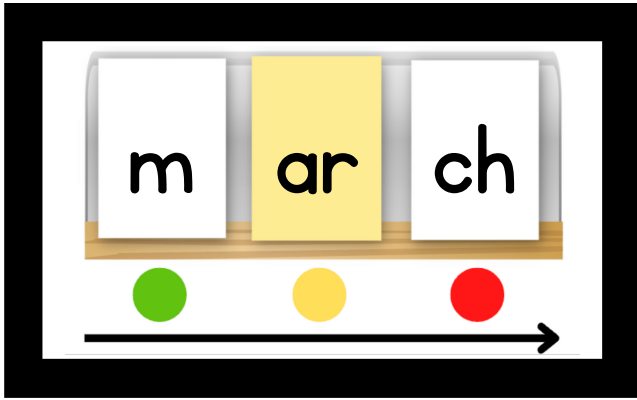
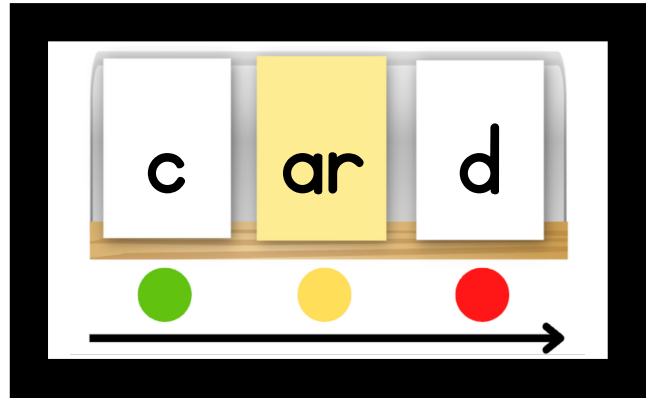
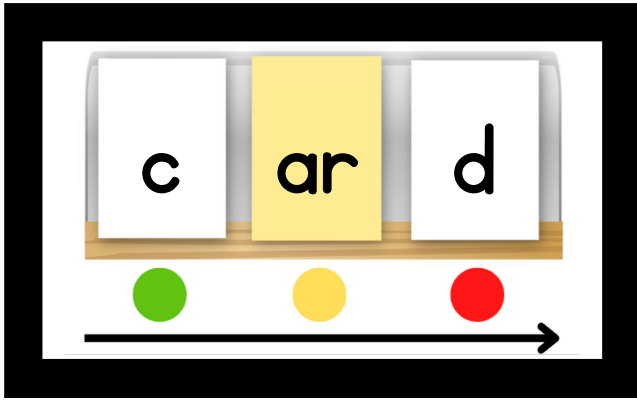
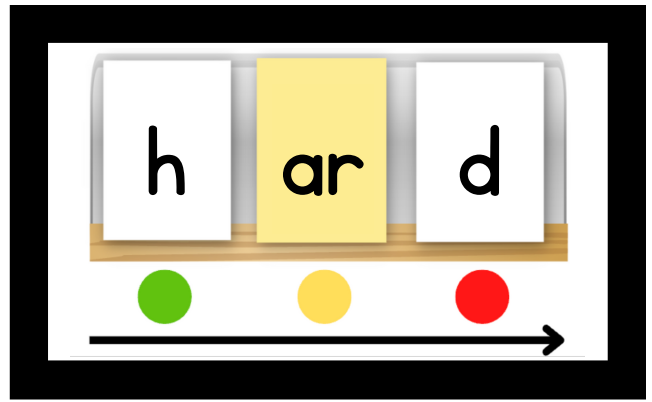
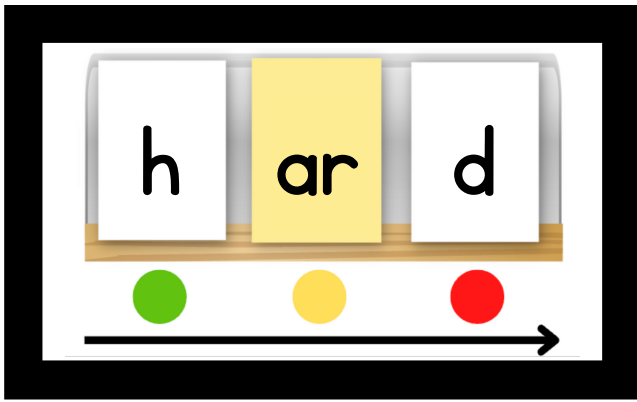
### Syllable Patterns

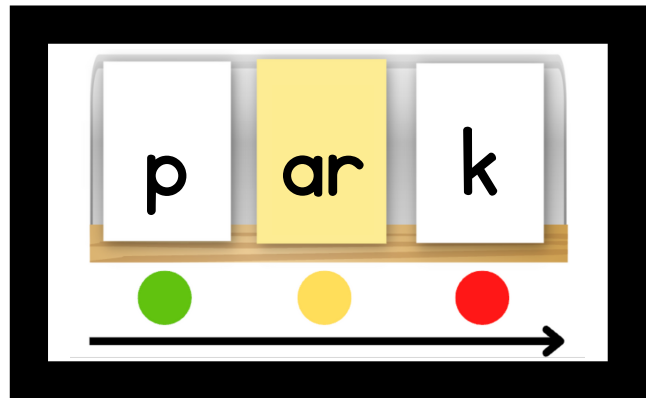
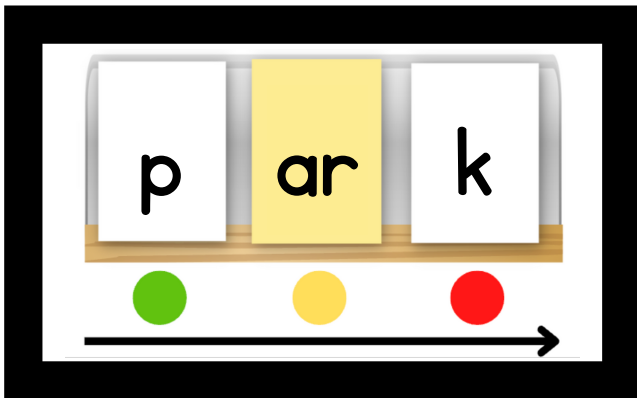
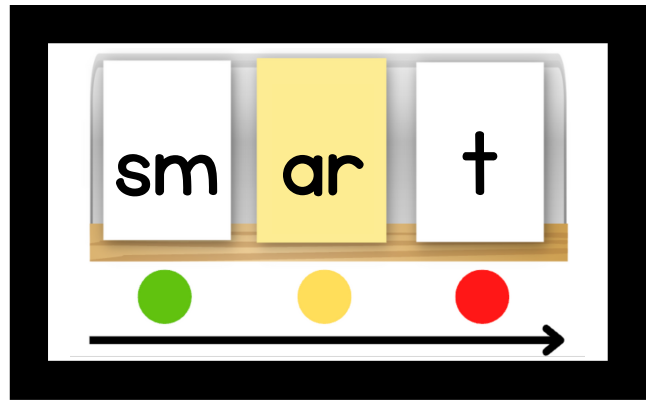
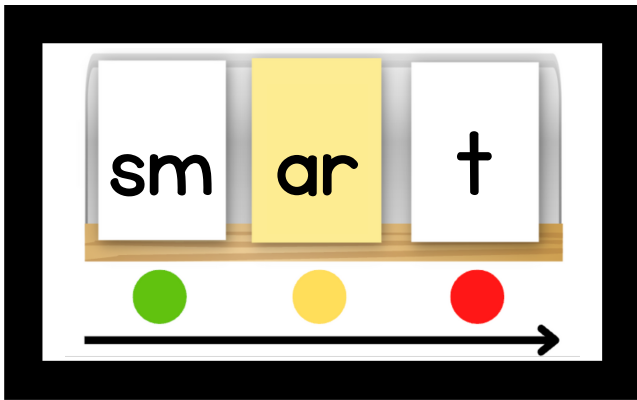
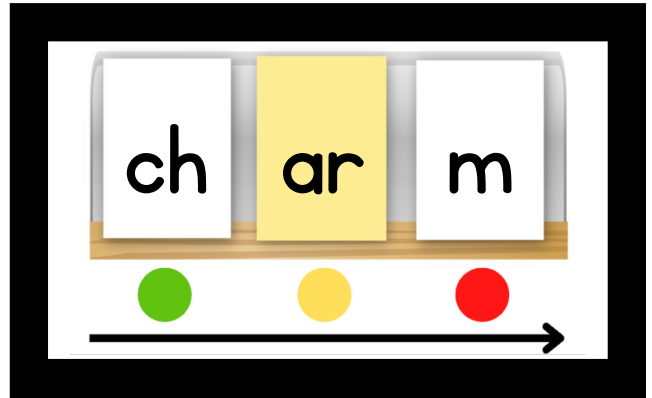
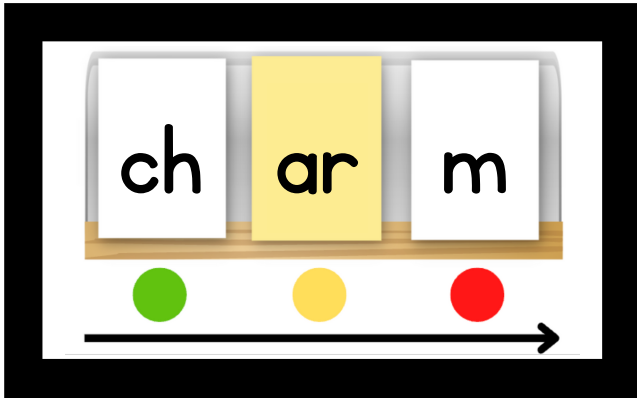
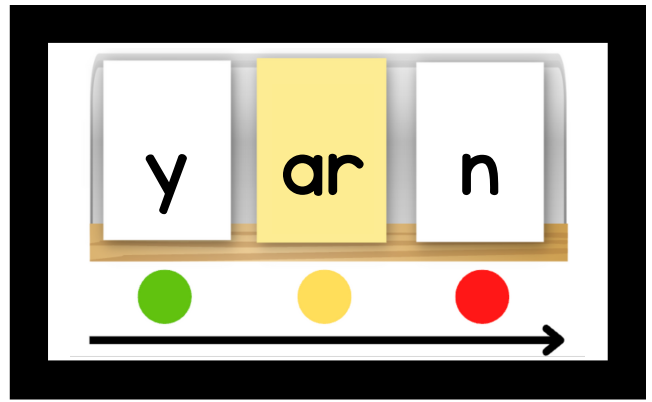
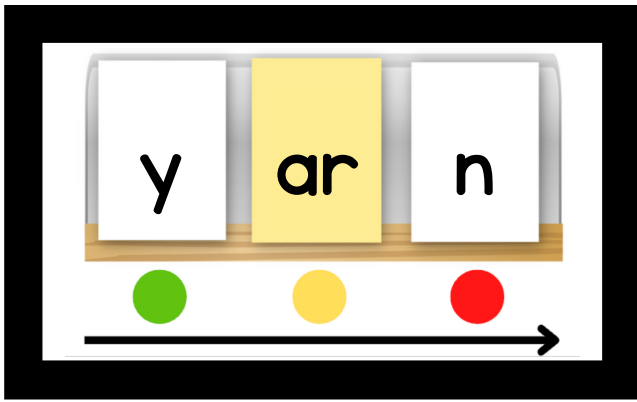
- 1. VC/CV
- 3. VC/V
- 2. V/CV
- 4. V/V

### Syllable Types

- 1. Closed
- 4. Vowel Team
- 2. Open
- 5. Bossy R
- 3. Magic E
- 6. Consonant -le

witness





robe

robe

spoke

spoke

hope

hope

vote

vote

bone

bone

rope

rope

note

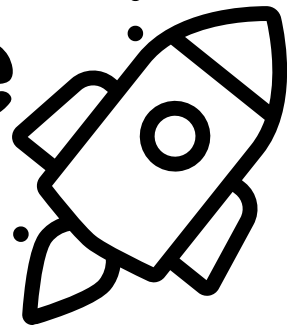
note

cone

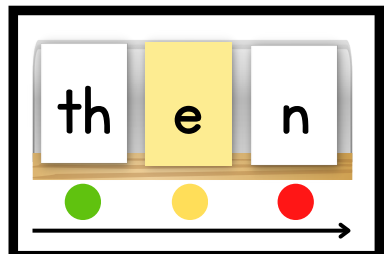
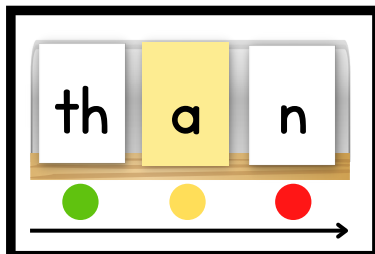
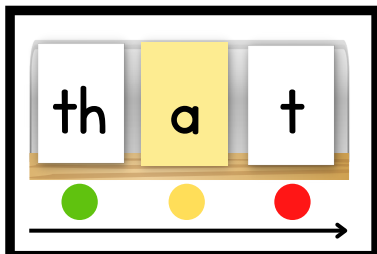
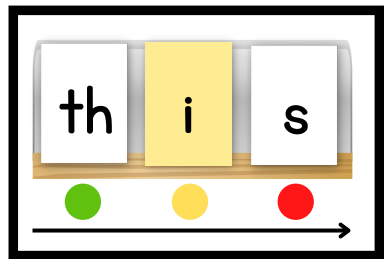
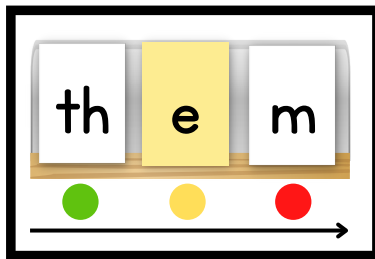
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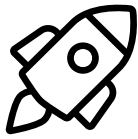
Concept: Th /th/ (voiced)

# Fluency Practice



## New Concept Words

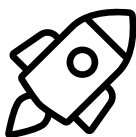




## New Concept Words

them	this	that	than	then
that	then	than	this	them
than	them	that	then	this
then	that	them	this	than
this	them	then	that	than

Color in 1 star for each time you read the chart:



## Red Words

one	want	to	do	the
to	do	want	the	one
want	the	do	one	one
one	do	the	want	to
the	one	do	to	want

Color in 1 star for each time you read the chart:



This

This is

This is one

This is one of

This is one of the

This is one of the fish.

We

We want

We want them

We want them to

We want them to do

We want them to do this.



Tom can do this now.



Tom can do this now.



Is that them in the van?



Is that them in the van?



Then jog to the shop.



Then jog to the shop.

