

Phonics First® Lesson 2-23
Wild Old Words: ild, old, olt, ost, ind

Concept Introduction

- Students have learned that a closed syllable is a single short vowel followed by one or more consonants. The following five patterns are common exceptions found in a small number of frequently used words. In each pattern, the single vowel has the **long vowel** sound. These “Wild Old Words” are rule-breakers for the closed syllable.

More Multisensory Activities:

- **Wild Old Word Card Pop/Go Fish:**
 - **Wild Old Word Card Pop:** Give each student one or two *Wild Old Word Card Pop* cards (next page). As you say words with these *Wild Old Words*, ask students to listen for their sound and “pop” their card up in the air. (*When working with one student or a very small group, place cards on the table and ask student(s) to point to or put a token (penny, candy) on the blend they hear.*)
 - After this activity, ask students to write dictation words on the correct *Wild Old Word* card or have them draw a picture of something that has that rime.
 - **Wild Old Word Go Fish:** (Make two copies of the *Wild Old Word Go Fish* cards on the next page.) When playing *Go Fish*, students ask for one of the *Wild Old Words* and give a word with that rime (*Do you have /old/ as in cold?*).
 - **Challenge:** No repeats!
- **Wild Old Word Memory:** (Make one copy of the *Wild Old Word Memory Cards* on the following pages.) Place cards face down on the table. Students take turns flipping over two cards. Students say each *Wild Old Word*. If the cards are a match, the student says a word that has that rime and keeps the pair. Play passes to the next player. If the cards are not a match, the cards are replaced, and it is the next person’s turn.
 - **Challenge:** Define the word or use it in a sentence before taking it.
- **Wild Old Word Bingo:** use the *Wild Old Word Bingo* boards on the following pages. Call out *Wild Old Words*. Ask students to fill in the *Wild Old Word* rime for one of the blanks to make a real word. Play until someone gets a bingo (four in a row; four in a column; four corners; whole card; etc.).

- **Sound Bingo:** use the *Sound Bingo* boards on the following pages. As you introduce each *Wild Old Word*, ask students to write that rime in 3-4 random spaces on their board. When the *Sound Bingo* boards are filled, play Bingo. Call out a word that has one of these *Wild Old Word* rimes, the students listen for and find that rime and cross off one (and only one) blend. Play until someone gets a Bingo (four in a row; four in a column; four diagonally; four corners; whole card; etc.).

Card Pop/Go Fish Cards

old	olt	ost
ild	ind	

Memory Cards:

old	olt	ost
ild	ind	old
olt	ost	ild
ind		

Bingo Boards:

c _____	b _____	_____	f _____
g _____	h _____	m _____	s _____
t _____	sc _____	b _____	c _____
m _____	p _____	gr _____	w _____

j _____	b _____	c _____	v _____
bl _____	w _____	r _____	k _____
f _____	ch _____	m _____	h _____
t _____	f _____	_____	g _____

Sound Bingo Boards:

More Multisensory Activities for Extra Practice:

- **Charades:** Ask the student(s) to “act out” or draw the *Wild Old Words Charades* cards (below) for their classmates (tutor) to guess (you can give a clue by showing the beginning blend card).
 - (Challenge: Students act out their own Wild Old words.)

Wild Old Words Charades Cards:

cold	child	wild	find
blind	wind	old	volt
jolt	molt	post	bolt

Dictation Words Activities: *(to be used with the Dictation Word Cards on the following pages):*

- **Go Fish:** (Make **two** copies of the Dictation Word Cards and cut apart.) Mix the cards, deal 3 to each player, and place the rest face down on the desk. When playing “Go Fish”, students ask for the match to one of the cards in their hand. If the other player has it, they must hand it over. The first player lays that pair to the side and it is the other person’s turn. If the other player does not have it, the person who asked picks a card from the card pack.
 - **Challenge:** Use the word in a sentence or define.

- **Memory:** (Make **two** copies of the Dictation Word cards and cut apart.) Place cards face down on the table. Students take turns flipping over two cards. Students say each word. If the words are a match, the student keeps the pair. Play passes to the next player. If the cards are not a match, the cards are replaced, and it is the next person’s turn.
 - **Challenge:** students define or use the word in a sentence when they have a match.

- **Word Sort:** *(Words and Sort Charts are on the following pages.)* Sort Dictation Word cards into categories (Wild Old Word rimes; noun/verb/adjective).

- **Tic-Tac-Toe:** (Make **one** copy of the Dictation Word cards and cut apart.) Draw a Tic-Tac-Toe board on a white board or paper. Play "Tic-Tac-Toe" by placing the Dictation Word Cards face down in a pile and choosing two different colored markers (anything except red). Players take turns picking a word card and reading it to the other player. The other player must then pound, fingertap, and write the word in a space of his/her choice. Continue taking turns until someone gets 3 in a row of their color or the game is a tie.

- **Sentence Savvy:** (Make **one** copy of the Dictation Word cards and cut apart.) Students select a Dictation Word Card and create a sentence using that word. Students then write the sentence* on lined paper while gluing the word card into the sentence.
 - **Challenge:**
 - Ask students to use 2 or more words in one sentence*
 - Ask students to use these words in questions*, exclamations*, titles*, quotes*, etc. **Remember to only make corrections on phonetic words and Red Words which have already been taught.*

- **Race to Read:** (Make **one** copy of the Dictation Word Cards, cut apart, and place in a stack face down.) Use a stopwatch to time students as they read the Dictation Word cards (correctly) one at a time. Record their time. Repeat often as students constantly try to “beat” their old records.

Fingertapping:

- **Teacher says:** "grind"
- **Students say:** "grind" (pound)
- **Students fingertap:** "/gr/, /īnd/" (2 taps); write
(read from clean copy)

Dictation Word Cards:

cold	bold	old
fold	gold	hold
mold	sold	told
scold	bolt	colt
dolt	jolt	molt
volt	host	most
post	child	wild

Dictation Word Cards:

mild	kind	find
hind	bind	mind
rind	wind	blind
grind	unwind	unkind

Dictation Word Sorts:

-old	-olt	-ost
-ild	-ind	

More Dictation Word* Sorts:

Noun	Verb	Adjective

*Note: the word, most, is an adverb.

Dictation Sentences Activities (Make one copy of the *Cut-Apart* Dictation Sentences on the following page and cut apart to use with the following activities.)

- **Dictation Sentence Match:** Give students the sentence parts and match to create correct sentences while practicing fluency and comprehension.
- **Match Me:** Give the first part of the *Cut-Apart* Dictation Sentences (starts with a capital letter) to half of your group and the last part (ends with punctuation) to the other half. Students then find their “match”.
- **Memory:** Place *Cut-Apart* Dictation Sentence Cards face down on the table. Students take turns flipping over two cards. Students read each phrase. If the phrases are a match (makes a Dictation Sentence), the student reads the sentence and keeps the pair. Play passes to the next player. If the cards are not a match, the cards are replaced, and it is the next person’s turn.
- **Sentence Savvy:** Students select one part of a *Cut-Apart* Dictation Sentence and create a different beginning/end for that sentence. Students may then write their new sentence* on lined paper while gluing the sentence part card into the sentence.
 - **Challenge:**
 - Ask students to write a sentence which may come before/after their sentence*
 - Ask students to create questions*, exclamations*, titles*, quotes*, etc. using their sentence part.

**Remember to only make corrections on phonetic words and Red Words which have already been taught.*

More Dictation Sentences Activities:

- **Find the Sound:** (Make **two** copies of the *Find-the-Sound* Dictation Sentences.) Give one copy of the Sentences and a highlighter to each person. At, “One, two, three, Go!” both participants race to find and highlight the *Wild Old Words*. Practice reading the highlighted words and sentences.

Cut-Apart Dictation Sentences:

Bolt the gold in the trunk.

Do not scold that kind child!

That wild, old, colt will bolt.

Can you find the host for me?

Did you find that wild child?

A chick will not molt in the cold.

The rind has some mold on it.

Who sold the most in the contest?

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