



# Complement and support classroom-based systemic phonics and vocabulary instruction

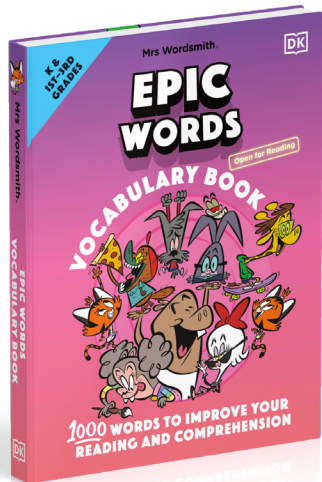
**Mrs Wordsmith®**

Curriculum-aligned, hilariously illustrated books and games guaranteed to make kids laugh as they learn

*Features more than 200 cards and covers 40 sound-letter correspondences, helping kids master decoding words by matching sounds and letters in words, vowel teams, and consonant teams*



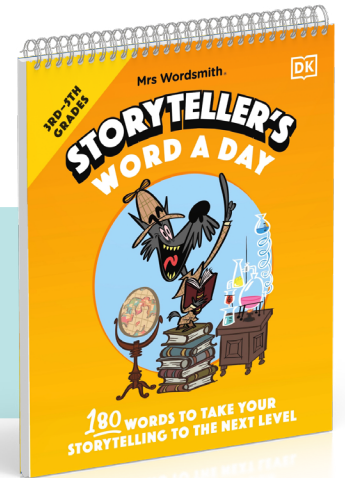
**Mrs Wordsmith Phonics Blah Blah Blah Card Game, Kindergarten & Grades 1-2**  
9780744051476 | NT/Cards  
\$30.00 US | \$40.00 CAN | 200 cards



**Mrs Wordsmith Epic Words Vocabulary Book, Kindergarten & Grades 1-3**  
9780744051506 | HC  
\$19.99 US | \$25.99 CAN | 256 pp.

*Feature words that students will encounter frequently in texts but are less likely to learn on their own, and stress the connectedness of vocabulary words*

**Mrs Wordsmith Storyteller's Word a Day, Grades 3-5**  
9780744051483 | NT/Spiral Bound  
\$25.00 US | \$34.00 CAN | 364 pp.



*Mrs Wordsmith resources are aligned to the Common Core and complement and support classroom-based systematic phonics and vocabulary instruction by providing concept reinforcement and language skills practice. They're perfect for engaging students in extended day and summer learning recovery programs!*

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Integrate fun phonics games and vocabulary practice into your classroom. Let us show you how!

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## Teacher's Guides Available for Grades K-3

To download our Mrs Wordsmith teacher's guides for grades K-3 in full, visit [Learning.DK.com](https://www.learning.dk.com) and create a free teacher account.

[Kindergarten guide](#)

[Grade 2 guide](#)

[Grade 1 guide](#)

[Grade 3 guide](#)

### Sample Teacher's Guide Activity for Kindergarten:

#### Epic Words Vocabulary Book, Learning and creating section, pages 111-113

Choose a word or group of words to work with and prepare letter cutouts for the word(s) beforehand. This may vary according to the sounds and letters you are working with. When working with the *Do you read me?* pages, write the word *read* on the board and ask students to help you read it as you slide your finger below the word from left to right. Ask students if they can think of things they read. Next, ask them to try to spot these on pages 112-113. Help students read the words on the page and count how many of the ideas they listed are there. Ask: *What is Armie reading? What can Oz read? Look at Plato. How is he feeling? Why do people read maps?* Use question words about the scene and also work with the /r/ sound. You may need to work on tongue placement with students. Finally, using the letter cutouts, encourage students to write the word by putting the letters in the correct order.

#### ELA Standards:

CCSS.ELA-LITERACY.L.K.1.D, CCSS.ELA-LITERACY.L.K.2.C, CCSS.ELA-LITERACY.L.K.2.D, CCSS.ELA-LITERACY.RF.K.1.A

### Sample Teacher's Guide Activity for Grade 2:

#### Phonics Blah Blah Blah Card Game

Read the rules of the game to students while showing them the corresponding kinds of cards. Make sure to add the *Wild cards* to the explanation. Also exemplify the steps of the game. Encourage students to raise their hands to ask questions about the game whenever they need to. Arrange students into groups according to the number of game sets available. Start by placing the medium deck on the group's table and have each player draw seven cards from the deck. Have members of a group check that they all have the same number of cards. Next, have a student in the group place one card face up on the table or have a player do so by drawing another card from the deck. This will be the discard pile. The rest of the deck should stay in the pile, face down. This will be the draw pile. Help students choose who will play first. There is a range of alternatives for choosing who plays first, such as the student within the group whose name comes first in the roll call starts playing, and then the student on their right plays next, and so on. Players take turns playing a card from their hand that matches a letter in the word on the top of the discard pile. If they don't have a suitable card to play, then they need to draw a new card from the draw pile. If that card also doesn't have a matching letter, it is the next player's turn. The game goes on until a player has only one card left. When that happens, they should say: *Blah blah blah!* and they win the game. But if they forget to say *Blah blah blah!* with only a card left, they have to draw four more cards from the draw deck. The game goes on until the first player gets rid of all their cards.

Alternatively, have students play with the hard deck and practice using matching multiconsonants and sound-alikes. After explaining it, ask students to retell the rules of the game. Prompt them by asking questions; for example: *How many cards does each player get? When do you need to draw a card from the draw deck?*

You may also play other variations of the game. See below:

A player needs to pronounce each of the sounds in the word as they play their card. After that, they should say the whole word. If they cannot do this, they will need to draw two other cards from the deck.

Add some *Ha ha!* wild cards and some *Ha ha ha ha!* wild cards to the game. If a player plays the *Ha ha!* wild card, the next player has to draw two cards from the deck, and they also miss a turn. The next player continues playing with the previous cards. The difference between the cards is that, when a player plays the *Ha ha ha ha!* wild card, the next player will draw four cards—and not only two—from the deck.

#### ELA Standards:

CCSS.ELA-LITERACY.RF.2.3, CCSS.ELA-LITERACY.RF.2.3.A, CCSS.ELA-LITERACY.RF.2.3.B, CCSS.ELA-LITERACY.RF.2.3.C, CCSS.ELA-LITERACY.RF.2.3.F



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