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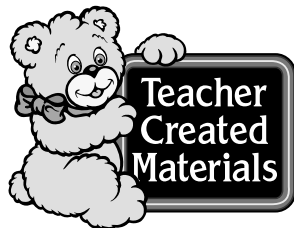
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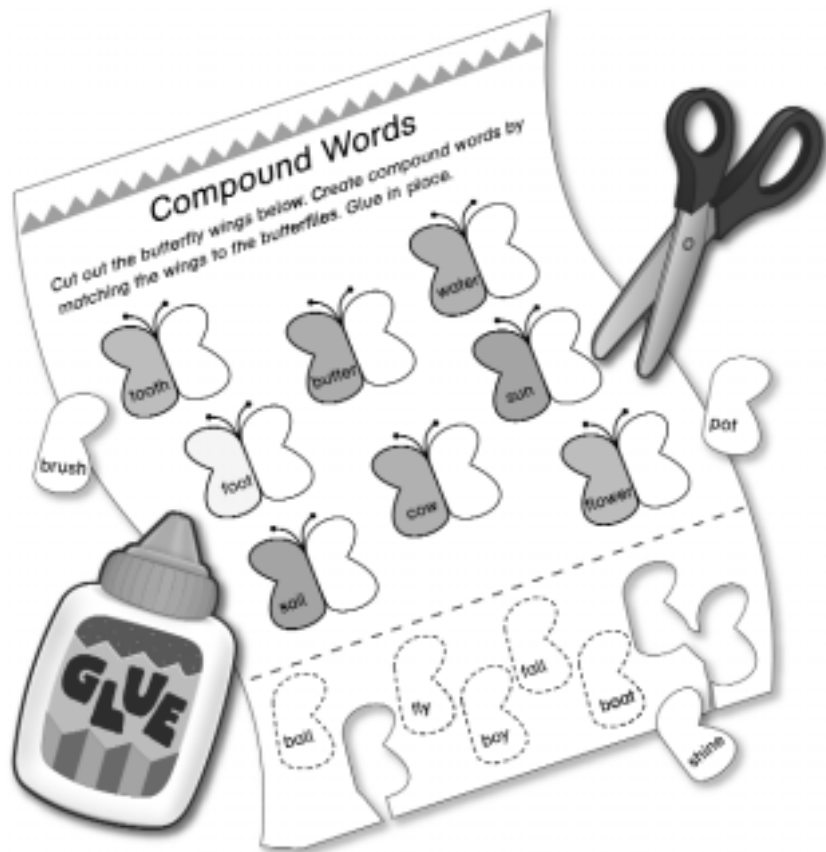
Product Manager
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Mary Dupuy Smith, M.S. Ed.



Cut & Paste Language Arts

K-2



Author

Jodene Lynn Smith, M.A.

Teacher Created Materials, Inc.

6421 Industry Way
Westminster, CA 92683
www.teachercreated.com

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Introduction

Cut & Paste Language Arts was designed to help the classroom teacher teach and reinforce language arts concepts and skills. The contents of the book provide a variety of ways to cover language arts content while maintaining student interest and involvement.

Each section begins with a brief introduction that provides suggested activities that can be used as instruction in the language arts. Most of the ideas can be adapted to whole-class lessons, small-group reinforcements, or even literacy center activities.

The ideas are meant to be a resource for teachers as they teach these content-area skills.

Following the introduction for each section are activity pages that directly relate to language arts concepts and skills. Each of the pages has been designed in a cut-and-paste format. After cutting out word cards or picture cards at the bottom of the page, students will use those cards in order to complete the page. By manipulating the cards, students are able to try a variety of possibilities before gluing the cards down for their final answers. The pages vary in the tasks that students are asked to perform. In some cases, they are asked to complete sentences. In another case, students are asked to categorize or sort words. In all cases, students are asked to interact in a meaningful way with the content of the topic on which they are working.

The book has been designed so that it is organized and easy to use. Teachers will find the suggested activities useful for teaching language arts content. Students will find the cut-and-paste activities a fun way to practice language arts concepts. Above all, language arts content is made available in a comprehensible way to ensure student success.





Phonics

Suggested Activities

Below are suggested activities that can be used as instruction in phonics. Most of the ideas can be adapted to whole-class lessons, small-group reinforcements, or even literacy center activities.

- Provide multi-sensory activities in which students can practice letters in order to develop sound/symbol correspondence. Set up a “hands-on the alphabet” center and then change the activity each week. Display a poster of the alphabet and a list of words students can practice reading and writing. Begin with simple vowel-consonant-vowel words in which you can also draw or provide a picture, such as hat, cup, and lip. Then rotate some of the following activities through the center:

Bag of Paint: Fill several half-gallon resealable bags with two to three tablespoons (about 40 mL) of paint. Seal tightly. Students lay the bag on a flat surface and use their hands to smooth out the paint in the bag. Children can use their fingers to practice writing letters and words.

Magnetic Alphabet: Provide magnetic letters and a magnetic surface, such as a cookie sheet for students. Students can experiment with the letters by putting them in alphabetical order or even creating words with the letters.

Shaving Cream: Shake a can of shaving cream and then spray enough shaving cream to cover the palm of the child’s hand on a pizza tray. Students can use their hands to spread the shaving cream around the tray and use their index fingers to practice writing letters.

Toothpick Letters: Provide a box of toothpicks for students to use to create the shape of letters.

Dot Letters: Provide unsharpened pencils with an eraser on one tip, paper, and an ink pad at the center. Students dip the eraser end of the pencil into the ink pad. Then they use the eraser as a circle stamp in order to create the shape of letters and words.

Pipe-Cleaner Letters: Have students practice forming letters with pipe cleaners. Provide a variety of colors and lengths of pipe cleaners at the center. Students can bend the pipe cleaners and, if needed, twist them together in order to form letters.

- Reproduce simple poems that have words beginning with the letter on which you are focusing. Have students look through the poem and use a yellow crayon to color or highlight the letter on which you are currently working. Make up hand motions or actions that go with each poem. Chant the poem several times until the students can say it independently.
- Food is always a great motivator. Think of a simple food that begins with the letter of the alphabet on which you are currently working. Provide students with a small sampling of the food in order to help them remember the sound and letter associated with the food. For example, raisins can be provided for the letter **r** and popcorn can be provided for the letter **p**.



Phonics *(cont.)*

Suggested Activities *(cont.)*

- Save old newspapers and junk mail such as advertisements. Have students look for the letter for which you are studying in print. Students can cut out examples of uppercase and lowercase letters and glue them to a piece of chart paper or a piece of construction paper. This activity is particularly useful to help students identify letters even when the font is different. Pages can be compiled together into an alphabet book to place in the classroom library.
- Glue pictures from a magazine onto 3" x 5" (8 cm x 13 cm) index cards. Show students the cards and ask them to say the word associated with the picture. Have students isolate the beginning sound of the word and identify the letter associated with that sound. Once students become skilled at identifying the beginning sound and letter, have them isolate the ending sound and letter of each word.
- An animal can be made from a paper plate for almost every letter of the alphabet, and you don't even have to provide a pattern for your students. Before hand, determine with your class what animal they will be trying to create; for example, a dog can be made for the letter **d**. Provide a stack of paper plates, scraps of construction paper, and yarn, and let them create what the animal might look like.
- Collect old magazines through which students can search. Have students look for and cut out pictures that begin or end with the sound on which you are currently working. For example, if you are focusing on the letter **d**, students should search for pictures of items that begin with the letter **d** or words that begin with the letter **d**. Students can glue their pictures on a piece of chart paper or on a large sheet of construction paper. If you do this activity for each letter of the alphabet, the pages can be assembled into a class alphabet book.
- Purchase Wikki Stix®, or florescent, see-through book covers which can be used to highlight a letter within text. The Wikki Stix can be bent into the shape of a circle and the book covers can be cut to size. Use these two devices to focus students' attention by placing the Wikki Stix around or placing the book cover pieces on the letters you are referencing. This technique is highly recommended when doing a shared reading with students. The teacher can highlight what he or she is referencing, or he or she can have students hunt for examples of what he or she is referencing and highlight the text in order to illustrate.
- Provide a cut out of the letter on which you are currently studying. Gather materials that begin with that letter which the students can glue onto the letter cut out. For example, students can glue buttons on the letter **b** or cotton balls on the letter **c**.



Phonics (cont.)

Suggested Activities (cont.)

- Have students practice distinguishing between long and short vowel sounds by playing this simple game. The teacher will say a variety of long and short vowel words. When students hear long vowel words, they stand up tall (long). When students hear a short vowel word, they crouch down low (short). Read a variety of words containing long and short vowels, allowing enough time for students to respond in between. After each word has been said and students have responded, say each word slowly emphasizing the long or short vowel.

Create a list of the various letter combinations that can be used to get long vowel sounds for each vowel. For example, a list of the long vowel *i* might include: *i_e* (VCV), *ie*, *igh*. Then list words that have a long vowel under the appropriate heading.

VCV		
i_e	ie	igh
bike	pie	night
dime	die	high
life	lie	bright
mile	tie	tight

- Create sound containers. Save plastic containers such as margarine tubs. Label each container with a letter of the alphabet. Begin searching your house and classroom for small objects to put in each container. The objects go in the letter container that corresponds to the first sound of the object. Try to find at least five objects for each container. Then, when you are introducing a letter and its sound to students, you will have a container of objects that begin with that letter and sound to illustrate your point. You may even choose to create a container for consonant digraphs and consonant blends. Be on the constant lookout for new objects to place in your containers.
- Read books with alliteration that correspond to your current letter of study. There are many great book titles available that emphasize particular sounds within the alliteration pattern of their text. For example, *Some Smug Slug* (Harpercollins Juvenile Books, 1996) and *Four Famished Foxes and Fosdyke* (HarperTrophy, 1997) by Pamela Duncan Edwards are excellent references.
- Use your library as a resource to locate book titles related to the letters or sounds you are teaching. Create a list of all of the words from the book that begin with your letter of study. You may even wish to have students illustrate each word and then compile the pages into a class book.

Animal Sounds

Directions: Cut out the animal picture cards at the bottom of the page. Say the name of the animal and listen for the beginning sound. Decide with what letter the animal begins and glue under that letter.

Bb	Cc	Dd	Ff
Mm	Pp	Tt	Zz

