

## Reference List of Keys and Locks

bed	dog	hat	net	sun
bus	fan	jet	pen	top
can	gum	leg	pig	tub
cat	ham	map	rat	web

## Targets these standards:

### Reading: Foundational Skills

- Isolating and pronouncing **initial, medial vowel, and final sounds** in CVC words
- Demonstrating knowledge of **letter-sound correspondences**
- Isolating and pronouncing **initial, medial vowel, and final sounds** in spoken single-syllable words
- **Decoding** regularly spelled **one-syllable** words

4

picture of the can. Ask, *What sound do you hear at the beginning of this word? (/k/)* *What sound do you hear in the middle? (/a/)* *At the end? (/n/)* Help students blend the sounds together:

*/k/.../a/.../n/.../kan/. The word is "can"!*

- Ask a volunteer to find the key with the word "can" and have her try to unlock the lock with the key. Explain that only the correct key will unlock the lock.
- Repeat with the remaining locks to make sure students understand the activity.

## Talk About Your Thinking

As students work with the locks and keys, guide their thinking by asking questions such as the following:

- *What picture do you see on the lock?*
- *What is the beginning (or middle or ending) sound of the word?*
- *How did you figure out which key to use?*
- *Which letters spell \_\_\_\_\_?*
- *What other words begin (or end) with \_\_\_\_\_?*

## Extend the Learning

- Encourage students to make a paper chain for each

2

## Targets standards in this area:

- **Reading: Foundational Skills** For full descriptions, see page 4.

## What's Included

- 20 keys
- 20 locks covering 40 words

These fun-to-try locks and keys provide hands-on reinforcement of essential phonics knowledge. Students look at the pictures on the locks, and then find the key with the matching CVC word. If they choose correctly, the lock clicks open!

## Investigate the Concept

- Preselect five locks and their keys and show them to students. Say the word that is pictured on each lock. Then choose one lock, such as the one with the

*(continued)*

 **WARNING:**  
**CHOKING HAZARD**—Small parts.  
Not for children under 3 yrs.

lock. Provide strips of colored paper and have students write a CVC word, such as "pan," on each strip. Model how to loop a strip through the lock with a picture whose name is in the same word family ("can" or "fan") and close the loop with tape. Invite students to add more links with words from the same word family.

- Set out all the keys on a table. Say a word, and have students race to find the corresponding key. Continue until all the keys have been collected.

## Meeting Individual Needs

### ELL

Create a chart listing the alphabet and a word that begins with each letter. Students can reference the chart as needed. The chart will be especially useful if you add an illustration for each word.

### Reteach/Extra Support

Help students learn to blend the sounds of CVC words by presenting them as addition equations, such as "b + u + s = bus." Read the equation aloud, pronouncing the letter sounds rather than their names, and blend the letters slowly and smoothly at the end: /b/.../u/.../s/.../bus/.

### Challenge

Give students only the locks. Encourage students to write the CVC words on a sheet of paper without using the keys to help them.

3