



Learning To Read—Making It Fun!

4 Steps to Make Systematic and Explicit Phonics More Engaging with Crazy Cards

*Vowels are a/e/i/o/u, and consonants are the other letters that are *not* vowels. “y” can be both a consonant (at the beginning of words), and a vowel (at the end of words). It says the “long e” sound at the end of longer words (e.g., happy, silly, lucky). It says the “long i” sound at the end of short words (e.g., fly, try, shy).

1. **Choose a *Crazy Cards* game** (go in order from simple to complex):
 - Choose from the decks from *Crazy Shorts for Starters* first.
 - Play with *Crazy Cards with Blends* once the Starters have been mastered.
 - Then play with the original *Crazy Shorts, Crazy Longs, and Crazy Mores*.
2. **While playing, talk about Suffixes, Base Words, and the 3 Spelling Rules:**
 - **Suffixes** are “endings” we add onto “base” words (e.g., -s, -ed, -ing).
 - **Base words** are what is left if we take off the suffix (e.g., played = **play** + ed)
 - **The 3 Spelling Rules** are:
 - 1) **Doubling Rule** (double the final consonant if there is a short vowel with only one consonant after it – e.g., **run** = running)
 - 2) **Take off the e Rule** (if a word ends in “e”, take off the “e” before adding suffixes that begin with a vowel (e.g., -ing, -ed, -est, etc.) (e.g., take = taking)
 - 3) **Change “y” to “i” Rule** (if a word ends in “y”, change the ‘y’ to an ‘i’ and add the suffix (e.g., funny = funniest) (except with “-ing” or when “y” is a vowel team – carrying/played)
 - **After making up a ‘crazy’ sentence, talk about spelling:** “How do we change (e.g., ‘skip’ to ‘skipped’)? **Answer:** “Add -ed”; “What spelling rule do we have to remember when we add -ed? **Answer:** “The Doubling Rule”; “What sound does “-ed” make at the end of that word? (“-ed” makes 3 sounds: /d/ like sailed, /id/ like folded, /t/ like walked); **What is the base word?**; Print it the way it sounds, then again, the way we find the base word and add a suffix.
3. **Print 5-10 words** (from the deck you just played). **Ask students to:**
 - 1) **Repeat** the word.
 - 2) **Tap the sounds** in the word (point to little cubes/markers for each sound – **make sure the vowel sound is a RED cube/marker**, or students can tap their fingers).
 - 3) **Tap again, but say the letter names** this time. (sometimes you must say two letters for one “tap” (e.g., sh, th, ch, wh, ee, ea, etc.)
 - 4) **Print** and *say the letter names simultaneously* while printing.
 - 5) **Repeat** the word.
 - 6) **Make up a CRAZY sentence** for the word.
4. **Print 3-5 sentences** (using words from the deck):
 - 1) **Choose 1-3 words and make up a sentence. Write this down (to remember it).**
 - 2) **Have students repeat the sentence.**
 - 3) **Have students write the sentence.**
 - 4) Say, “I see 3 things that could be better. See if you can find them.”
 - 5) Have them read all sentences before moving on to the next sentence.
 - 6) **Ask, “Is this that a complete sentence?”** And **“What two things make up a complete sentence?** (capital at the beginning, period - or exclamation mark/question mark - at the end) Discuss **commas, linking words** (and, but, so, etc.), **contractions, quotation marks**, etc.

Other things to chat about:

- **Nouns** (person, place, thing), **Verbs** (action words), **Adjectives** (describing words)
- **Irregular verbs** (we don’t say “taked” - I *taked* a picture - we say “**took**”)
- **Vocabulary!** Explain words they aren’t sure about and show them pictures.
- **Morphology** (base words);(prefixes like ‘un’, ‘re’, ‘com’)(suffixes like ‘er’, ‘al’)
- **Syllable Division** (watch this video: <https://www.youtube.com/watch?v=okTbn2aPoOk>)

