

“Aw, Mom! Let’s play just one more game. Please?”



Mrs. Fitz’s

Rainbow

Cards

- Fun for the whole family
- Hands-on manipulatives that work with other programs
- Lets you discover the spelling patterns in English
- Patterns presented in a logical sequence
- Teaches phonics patterns from 2-letter words up to long, multi-syllabic words
- Research-based
- Classroom-tested for over 15 years

Dear Parents and Teachers,

I developed my Rainbow Cards while I was teaching 4th and 5th graders back in 1997 to help my struggling readers. They were having a very hard time learning how to either blend sounds together or break them apart. The games I thought up to use with the cards really worked. My students were getting lots of practice while they were having a good time. When combined, fun and success help everyone learn better. My strugglers averaged two and a half years' growth in reading for two years in a row, and each year, one child achieved four years' growth in reading!

Rainbow Cards are not a complete phonics program . . . they are hands-on manipulatives that make learning multisensory, which is always more effective with strugglers. The cards are easily adapted to any sequential phonics program which you have chosen to teach your students the spelling patterns of English. Be creative! Think of new ways to use them . . . and then please share your ideas with me!

Enjoy!

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Set 1 – Introductory CVC Words (consonant-vowel-consonant)

Introductory set to teach words that contain only 1 vowel

Set 2 – Additional CVC words

All the possible beginning consonant combinations (onsets) and ending consonant blends that follow single vowels

Set 3 – “Magic-E” Words

All the rimes that follow the VC-e pattern (as in “home”), to be used with the green cards (onsets) from Sets 1 and 2

Set 4 – Unusual Letter Combinations

Endings that do not say what they should, as in “all,” “ing,” “ink,” “old,” etc.

Set 5 – Regular Vowel Teams (Digraphs)

Double vowels that follow the rule, “When two vowels go walking, the first one does the talking.”

Set 6 – “R-Controlled” Vowels

Vowels that are followed by an “r” change their sounds (as in “farm” or “bird”)

Set 7 – Irregular Vowel Teams (Digraphs and Diphthongs)

Sometimes double vowels are predictable, but many times they are not. This set covers the letter combinations that don't follow a pattern (as in “eight”).

Set 8 – Suffixes and Suffix Rules

This set gives practice in using the three main rules that affect spellings when adding a suffix.

Set 9 – The Six Basic Syllable Types

Almost all syllables in every word of English fall into one of six patterns. If they are purposefully taught, even young children are able to decode long, multisyllabic words.

Rainbow Cards

Set 1 - Introductory

CVC (Consonant-Vowel-Consonant) Words

Here is everything you need to make hands-on manipulative kits for teaching beginning phonics for your personal use.

This set is great for practicing blending and segmenting of simple consonant-vowel-consonant (CVC) words.

Included in this set:

- Directions for using and storing your Rainbow Cards
- Directions for playing the game “Double-It”
- **Green Blackline Master 1-a** of common initial consonants that precede a single vowel
- **Red Blackline Master 1-b** of single vowels
- **Yellow Blackline Master 1-c** of common final consonants that follow single vowels

This set is our gift to you. It can be used for individual tutoring, small group, or whole class settings – whenever you want to teach and practice blending and segmenting beginning phonics lessons. It can be used alone, or provide the foundation for our other sets.

We hope you and your students enjoy many hours of phonics fun together!



Using (and Storing) the Rainbow Cards

Whenever students use manipulatives of any kind, there are management issues: 1.) training students to use them properly, and 2.) deciding how to store them conveniently. Rainbow Cards are no different. They are potentially a wonderful tool for learning phonics, but without a few precautions, the very first time you use them, you'll end up with Alphabet Soup all over the floor. Yikes! Here are a few suggestions that might help:

- If you are going to use more than one set at a time, individually number the sets and be sure that every card has its set number written in the bottom corner. I recommend that you number them before you cut the sheets into individual cards.
- Also, if you are going to laminate them, do it before you cut them apart. (The cards will last for years if laminated.)
- In the beginning, give each student just a few new cards at a time – maybe only four of each color (green, red, and yellow).
- The clean-up routine needs to be taught. Storing the cards can be a mess unless students take the time to put them away correctly.
- After years of working with Rainbow Cards, I recommend buying a small coupon-size expanding file (with twelve tabs) for each student's set of cards.
- There are two ways to store them: by letter or by color. When working with Kindergarten and first grade, sorting by letter works well; but as the students get older and you use more sets of Rainbow Cards, sorting by color works better.

Tab Labels when Sorting by Letter (for Kindergarten and First Grade)

Figure 1

<u>A</u>	<u>O</u>
BCD	PQR
<u>E</u>	ST
FGH	<u>U</u>
<u>I</u>	VWX
JKL	<u>Y</u> YZ (suffixes)
MN	

The bold, underlined letters are vowels and should be written on the tabs in red.

- I write the last tab label (“**YZ**”) on the back of the inside of the folder, since I’ve run out of tabs. (There are twelve tabs, but thirteen slots for filing.) All the vowels are labeled in red. Once you put these folders together, they will last for years.
- Have the kids put the Rainbow Cards in the slot in front of the tab with its alphabet symbol on it, and put the expanding file away until next time.

Sorting by Color (for Second Grade and Up)

Older students will use Sets 1-9 of the Rainbow Cards, so sorting by color works better. You would put all the cards of one color in one section of the expanding file. It isn’t necessary to label the tabs, because the colors are easily seen, but you can label them if you choose to do so. Below are the tab labels I use when sorting by color. For older students, and for tutors working with more than one student during the day, you may want to keep an envelope in each section to put the cards aside that you aren’t using at the time.

I use the following order for the 13 sections in the coupon folder:

1. Green – Beginning Consonants	7. Lavender – Irregular Vowel Teams
2. Red – Single Vowels	8. Ivory – Ending Consonants (after Vowel Teams)
3. Yellow – Ending Consonants (after 1 Vowel)	9. Hot Pink – “R-controlled” Vowels
4. Peach – “Magic-e”	10. White – Suffixes <i>Dark Blue, Purple, Brown – Suffix Rules</i>
5. Orange – Letter Combos (Units)	11. Yellow – Closed Syllables <i>Red – Open Syllables</i>
6. Pink – Regular Vowel Teams	12. Peach – “Magic-e” Syllables <i>Purple –Vowel Team Syllables</i>
Back of Folder: Hot Pink – “R-controlled” Syllables <i>Light Green & Light Blue – Consonant-“le” Syllables</i>	

The cards work well for one-on-one tutoring, small groups, or the whole class. You can construct a class set and use them over and over again.

One resource I highly recommend for use with hands-on manipulatives like Rainbow Cards is a book from the “Four-Blocks” method by Patricia M. Cunningham called *Systematic Sequential Phonics They Use: For Beginning Readers of All Ages*, published by Carson-Dellosa. It goes through beginning phonics patterns in 140 lessons and is very easy to use.

Game – “Double-It”

Objective: The students will be able to blend sounds to form real words as well as pseudowords (nonsense words).

Purpose: To provide practice in blending the sounds of alphabet letters into words.

Materials:

- 1 set of Red Rainbow Cards
- 1 set of Green Rainbow Cards
- 1 set of Yellow Rainbow Cards



Directions:

1. The teacher determines which cards the players will use and either prepares the piles ahead of time or informs the students which cards to pull from their packs of Rainbow Cards.
2. A group of two to four students sits in a circle with three piles of Rainbow Cards in the center. Each color is in its own shuffled pile and is face-down.
3. Students each pick a green card. The one with the letter that is closest to the beginning of the alphabet starts the game. They replace those green cards on the bottom of the green pile.
4. Each player may keep his or her own score, or the group may agree to choose a scorekeeper.
5. The first player picks a green card, a red card, and a yellow card from the piles and places them in front of him or her. The green card goes first, the red is in the middle, and the yellow is at the end.
6. The student blends the sounds together. If s/he does it correctly according to the rest of the players, s/he gets one point for each letter. If it's a real word, s/he doubles the score. The scorekeeper writes down the score.
7. After completing his or her turn, the student returns the cards to the bottom of the piles.
8. The next person in the circle takes a turn.
9. Play continues for the rest of the time, or until one player reaches fifty points.
10. If there is a controversy about whether a player has blended the sounds correctly, or whether the sounds form a real word or not, the teacher is the referee.

Variations:

Once your students have mastered beginning CVC words, you may use the following cards:

- **Open Syllables** – Only the Green and Red cards (single vowels). The vowel will say its name.

Additional Sets of Rainbow Cards:

- **CVCe** – Green cards (from Sets 1 & 2 – initial consonant onsets), plus Set 3 – Peach cards (Magic-E rimes)
- **Regular Double Vowels** – Green cards plus Set 5 – Pink cards (regular double vowels), as well as Ivory cards (consonant endings for double vowels)

b	c	d	f
g	h	j	k
l	m	n	p
r	s	t	v

Green Rainbow Cards 1 (Initial Consonants)

a	e	i	o
u	y		
a	e	i	o
u	y		

Red Rainbow Cards 1 (Single Vowels)

<u>b</u>	<u>d</u>	g	m
n	<u>p</u>	ve	x
ff	ll	ss	zz
ck	tch	dge	sh

Yellow Rainbow Cards 1 (Consonant Endings after Single Vowels)