



## Discover Literacy Task Cards

Welcome to your Early Literacy Task Cards! These 20 engaging activities are designed to boost your students' foundational reading skills in **Phonemic Awareness, Phonics, Fluency, Vocabulary, and Comprehension**. Crafted to enhance your literacy instruction, these cards offer dynamic, hands-on learning opportunities that will energize and enrich your teaching toolkit.

Each card is designed for both digital display and hands-on use. View them [digitally](#) with helpful teacher notes located below each task. For a more interactive and portable experience, we recommend printing each of the five big idea tasks on a different color cardstock. Cut out the individual cards, laminate them for durability, and punch a hole in the corner. Secure them on a ring for easy organization and access during small group instruction, centers, or on-the-go learning!

### Practical Tips for Use:

- **Flexible Use:** Incorporate the task cards into your daily routine as warm-ups, exit tickets, or center activities. They are perfect for transitions or targeted small group instruction.
- **Interactive Learning:** The interactive format of the task cards promotes student engagement and allows for various instructional strategies including games, discussions, and hands-on activities. Notes below each card provide additional support for facilitating the strategy, ensuring effective guidance.
- **Customization and Differentiation:** Easily adapt the activities to meet the diverse needs of your learners, providing appropriate challenges and support where needed.

### Benefits of Using Task Cards:

- **Engagement and Motivation:** Task cards offer a refreshing alternative to traditional worksheets, keeping students actively engaged in learning.
- **Versatility:** With minimal setup required, these cards can be used in multiple settings and configurations, allowing for creative and effective literacy instruction.
- **Assessment and Review:** Use the task cards for informal check-for-understanding and review, helping to reinforce previously taught skills and gauge student understanding.

Aligned with research-based best practices, these **Task Cards** are a valuable tool for fostering early literacy success in your classroom. No matter how you choose to use them, they are designed to provide meaningful and engaging literacy experiences for your students.

Elevate your literacy instruction with our full suite of resources at [Discover Literacy](#). Begin with the “5 Basic Skills of Literacy” animated video collection to grasp core concepts, continue with our **Microlearning Modules** for a deeper understanding, and expand your expertise through our Masterclass video series. Follow up with our **Ready-to-Use Activities** to solidify literacy skills in a structured approach. These **Task Cards** are an integral part of this comprehensive literacy enhancement framework.

## Sound Segmenting

### Phonological Awareness:

- Sequence of Sounds

### Materials:

- Picture Cards



### Directions:

- Place all cards in a stack upside down.
- Pull one card at a time to work with.
- Ask the student to touch the first dot and say the sound.
- Ask the student to touch the second dot and say the sound.
- Ask the student to touch the third dot and say the sound.
- Have the student put their finger back on the first dot and slide their finger across all three dots while saying each sound as their finger hits each dot.
- Have the student practice step 4 a few times while stretching the sounds and hearing the sounds come together.
- Have the student read the word.



## Say it, Move it

### Phonological Awareness:

- Separation and Manipulation of Sounds

### Materials:

- Say It, Move It Chart
- Plastic Chip Coins
- List of Words with 2, 3, or 4 phonemes



### Directions:

- Choose a word from the word list.
- Have student place the amount of chips to represent the sounds they hear inside the Say It, Move It chart.
- Say the full word and ask student to say the word without the initial sound.
- Ask the student to move the chips down to the arrow to represent the new sounds.
- Ask the student to say the new sounds together while touching their chips.
- Repeat with other words.
- Continue practicing this by also deleting the final sounds.

## Clapping Animal Names

### Phonological Awareness:

- Rhythm and Rhyme

### Materials:

- Pictures of Animals

### Directions:

- Show students a picture of an animal.
- Have students say the name of the animal.
- Ask students to clap their hands together for each syllable in the word.
- Have students show with their fingers how many syllables were in the word.

### Example animal names:

- 1 syllable: cow, fox, hen, shark, horse
- 2 syllables: tiger, monkey, dolphin, emu
- 3 syllables: octopus, gorilla, crocodile, kangaroo
- 4 syllables: orangutan, rhinoceros, salamander, alligator
- 5 syllables: hippopotamus



## Head, Waist, Toes

### Phonological Awareness:

- Sequence of Sounds

### Materials:

- List of 3-phoneme words

### Directions:

- Have children stand up and listen to you say a three-phoneme word.
- Ask students to touch their head for the first sound, waist for the second sound, and toes for the third sound.
- Say each phoneme of the word separately as students repeat touching their head, waist, and toes.
- You can speed up the rate you say each sound or mix up the sounds for advanced learners.
- Continue using four and five phoneme words by adding the shoulders and knees as a touchpoint for the fourth and fifth sound.
- Send word lists home and invite students to play the game with their family.



## Letter Sequencing Challenge

### Phonics:

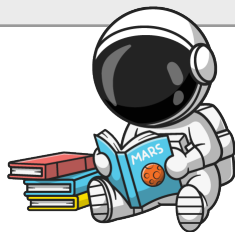
- Alphabetic Principle

### Materials:

- Alphabet Arc
- Letter Cards

### Directions:

- Shuffle the letter cards and place them in a pile face down.
- Have each student select a card from the pile. They should place their letter card on the correct spot on the alphabet arc.
- Ask the student to identify the letter on their card. Students who are ready can also identify the letter sound.
- Ask them to name the letter that comes directly before and directly after their letter in the alphabet.
- If the student has a letter at the beginning or end of the alphabet, guide them to say “none” or “no letter” for the letter that would come before or after, respectively.
- Bonus: Ask the student to think of a word that starts with their letter.
- Continue the activity, having students select new letter cards and identifying the letter order.



## Word Chain

### Phonics:

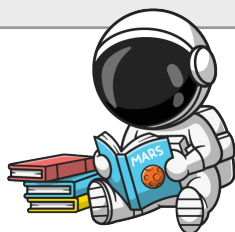
- Decoding

### Materials:

- Whiteboard
- Strand of 6-8 words

### Directions:

- Ask the students to make the first word.
- Have students tap each letter and say each sound.
- Have students blend the sounds together while running their finger under each letter and saying the word.
- Ask students to change a sound in their word to make the next word.
- They should tap the letters and say each sound.
- Have students blend the sounds together while running their finger under each letter and saying the word.
- Repeat this process until all the words have been used.



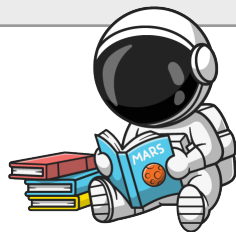
## Sound by Sound Blending

### Phonics:

- Decoding

### Materials:

- List of 3-phoneme words



### Directions:

- Write the first letter of the word, tap under it, and ask students to say what sound they hear.
- Write the second letter of the word, tap under it, and ask students to say what sound they hear.
- Slide your finger under the first two letters and ask students to blend them together. Blend the sounds with the students.
- Write the third letter of the word, tap under it, and ask students to say what sound they hear.
- Tap under each letter and ask students to blend them. Blend the sounds with the students.
- Point to the word and ask students to say the word.
- Use the word in a sentence and ask students to use the word in a sentence.
- Repeat with other words.



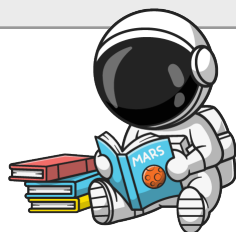
## Word Chain

### Phonics:

- Alphabetic Principle

### Materials:

- Sand
- Gel mats
- Rice
- Shaving cream



### Directions:

- Give students a sound.
- Have students write the corresponding letter(s) in your choice of materials.
- Ask students to say the letter and sound as they write.
- Repeat with other sounds.

## Repeated Reading

### Fluency:

- Automaticity/  
Accuracy

### Materials:

- Instructional or  
Independent Reading  
Material

### Directions:

- Assign a reading passage to student (50–200 words). Select a passage that is slightly challenging but not frustrating for the student. Consider the student's reading level and interests.
- Model a part of the passage.
- Have the student read the passage aloud. While they read, time them for one minute and note the number of words read correctly on the recording sheet.
- After the first reading, provide specific and constructive feedback. Focus on accuracy, speed, and expression. For example:
  - "You read [number] words correctly. Let's try to increase that next time."
  - "Pay attention to the punctuation marks to help with your phrasing."
  - Try to read with more expression, making your voice go up and down like you're telling a story."
- Have the student reread the passage 2–3 more times, providing feedback and encouragement after each reading.
- Record the student's WPM and accuracy for each reading. This helps monitor progress and motivate the student.



## Repeated Reading

### Fluency:

- Reading Speed

### Materials:

- Grade Level  
Appropriate Passage

### Directions:

- Assign a reading passage to student (50–200 words).
- Identify a goal of how many words they should read in a minute.
- Model a part of the passage.
- Have students read the passage aloud 2–3 times, giving feedback and guidance after each time read aloud.
- As the student reads, time the student for a minute and record how many words were read. Repeat each time student reads to see if the fluency has improved.



## Repeated Reading

### Fluency:

- Prosody

### Materials:

- Grade Level Poem

### Directions:

- Assign a grade level poem passage to student.
- Model reading the poem.
- Have students read the poem aloud 2-3 times, giving feedback and guidance on expression and phrasing after each time read aloud.
- Ask students to perform the poem to practice (pausing, expression, pitch, vocal timbre, and phrasing).



## Echo Reading

### Fluency:

- Automaticity

### Materials:

- Picture Content-Based Passage

### Directions:

- Read the whole text aloud, modeling fluent reading.
- Return to the beginning and read one sentence (or phrase) aloud while students follow along by pointing at the words with their finger.
- Have the student(s) read the same phrase or sentence afterward, like an echo.
- Praise their effort and provide appropriate feedback.
- Take turns reading for about a 10-minute session.





## “I’m Thinking of...”

### Vocabulary:

- Tier 1

### Materials:

- Tier 1 vocabulary words from any current subject

### Directions:

- Choose one student to think of a word, item, person, place, or idea that you are studying.
- Have other students ask questions to help them determine what they are thinking of.
- Students will continue to ask questions until they can guess the word.



## Placemat

### Vocabulary:

- Tier 3

### Materials:

- Tier 3 vocabulary words from any current subject, paper

### Directions:

- Put students in groups.
- Give each group a vocabulary word.
- Assign roles to each student in the group.
- Students should write or illustrate the word in the middle of the paper.
- Each person in the group uses their section to list or draw something that relates to that word.
- Have the group write or draw a common definition.
- Discuss as a class what the words have in common.



## Charades

### Vocabulary:

- Tier 2

### Materials:

- List of Tier 2 vocabulary words or words put in a bowl or jar

### Directions:

- Have students choose a vocabulary word from a list or out of a bowl.
- Ask student to act out the word without using any sound.
- Have other students watch and try to guess the term.



## “How Do We Do It?”

### Vocabulary:

- Tier 1

### Materials:

- List of verbs and adverbs

### Directions:

- Introduce students to adverbs by playing a “Simon-says” style game.
- Have all students stand.
- Choose an action for them, like walking, dancing, or singing. Playing music is always a fun addition.
- As students are walking, instruct them to walk “wildly” or “calmly” or “sneakily.”
- After a few seconds, switch it up! When students start learning various adverbs, you can give them ownership of the activity and have them take turns calling out a verb and adverb.
- This activity can be adapted to all sorts of locations and time frames, making it ideal for quick vocabulary instruction.



## Wonder Wheel

### Comprehension:

- Teaching Strategies—Questioning

### Materials:

- Chart Paper
- Markers

### Directions:

- Draw a large wagon wheel shape on a piece of chart paper.
- Write “I Wonder” in the middle of the wheel.
- As a class, generate a list of question stems and write the stems on the spokes of the wheel (who, where, what, when).
- Before, during, or after reading, students can choose stems to ask questions about the text.



## Story Stones

### Comprehension:

- Text Structure

### Materials:

- Current Text
- Stones
- Paint

### Directions:

- Create story stones by painting stones with symbols representing basic story elements (beginning, middle, and end) or more sophisticated literary terms (character, setting, problem, and solution).
- Students can touch the stones as they orally retell or recount the story, using the stones as reminders to include each major element.
- Remind students to use text structure signal words when retelling the sequence of events (first, next, last) and the problem and solution (as a result).



## Talking Drawings

### Comprehension:

- Background Knowledge

### Materials:

- Pre-selected Text
- Paper

### Directions:

- Before reading the selected text, have students draw pictures of the mental images of a topic, character, or event.
- Have students talk about and analyze the drawings with a partner.
- After reading the selection, have students construct another drawing that depicts their new knowledge.
- Have the students share and compare their before and after drawings with a new partner and discuss the reasons for the changes made.



## Graffiti Wall

### Comprehension:

- Teaching Strategies— Visualizing

### Materials:

- Selected Text

### Directions:

- Divide class into small groups.
- Give each group a large piece of chart paper.
- After reading, students record their ideas and deepen their understanding of the text through symbols, illustrations, words, or phrases, and quotations.
- You can extend this activity by having students do a carousel walk. Students can walk around the room viewing each group's Graffiti Wall.
- Facilitate a discussion which further deepens students' understanding of the text.



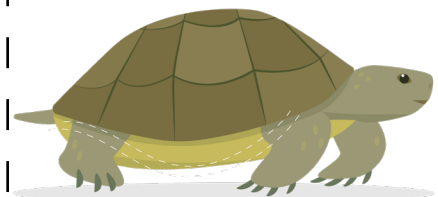
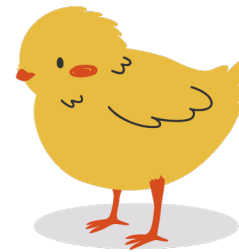
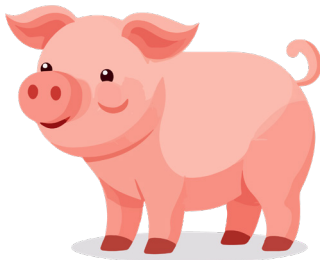
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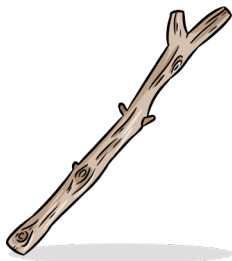
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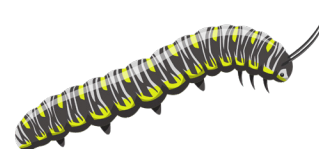
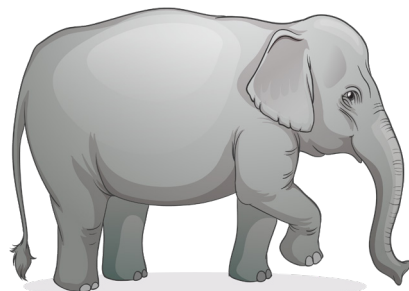
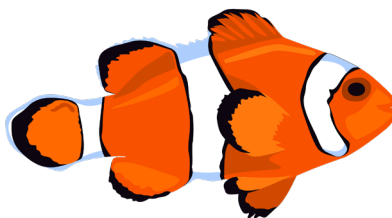
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Picture Cards (2 of 3)



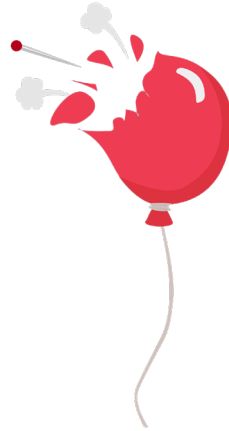




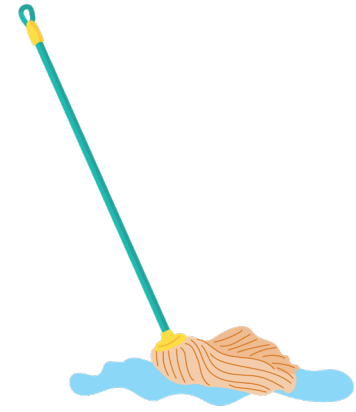
# Word Chain Phonics Activity



Three empty rounded rectangular boxes for writing the word.



Two empty rounded rectangular boxes for writing the word.



Two empty rounded rectangular boxes for writing the word.



Two empty rounded rectangular boxes for writing the word.



Two empty rounded rectangular boxes for writing the word.



Three empty rounded rectangular boxes for writing the word.

## List of 2 Phoneme Words

add	ate	chew	egg	if	may	out	so
aim	bee	day	fur	in	new	pay	tea
am	boo	dew	go	jay	oak	say	tie
ape	bow	doe	hay	key	oat	see	two
ash	boy	each	he	knee	odd	she	up
at	buy	eat	hi	lie	off	shoe	zoo



## List of 3 Phoneme Words

and	big	cup	fan	hit	mad	path	rip
ant	bug	dad	fed	hot	maid	peach	rug
bad	cap	date	feet	jail	mat	pig	ship
bat	cat	dig	fun	jeep	net	pot	sun
bed	chin	dog	gum	kiss	night	rake	thin
beg	cop	elk	ham	lake	nut	read	web

# List of 4 Phoneme Words

black	bump	crop	flat	hunt	mist	price	slim	stop
blob	cast	dime	flight	jail	moth	rake	snob	stove
block	chin	drip	flip	jump	night	read	snug	sweet
blush	clap	drive	float	just	pant	rust	spice	swim
brain	clip	drop	flock	kiss	path	sail	spill	toast
brick	clog	drum	flop	lake	peach	sand	spin	train
bride	club	dust	frog	lamp	peep	sheep	spot	trip
broke	crab	flame	glue	lunch	plum	skip	spud	truck
brush	crib	flag	globe	mask	plug	slid	stick	twig



## Say It, Move It



## Structure of Sound Manipulation Activity

Initial Sound Deletion
Say “ <b>bear.</b> ” Now say it again without /b/ ( <b>air</b> )
Say “ <b>beet.</b> ” Now say it again without /b/ ( <b>eat</b> )
Say “ <b>boat.</b> ” Now say it again without /b/ ( <b>oat</b> )
Say “ <b>smile.</b> ” Now say it again without /s/ ( <b>mile</b> )
Say “ <b>lake.</b> ” Now say it again without /l/ ( <b>ache</b> )
Say “ <b>skate.</b> ” Now say it again without the /s/ ( <b>kate</b> )

Final Sound Deletion
Say “ <b>boat.</b> ” Now say it again without the /t/ ( <b>bo</b> )
Say “ <b>goat.</b> ” Now say it again without the /t/ ( <b>go</b> )
Say “ <b>rose.</b> ” Now say it again without /z/ ( <b>row</b> )
Say “ <b>train.</b> ” Now say it again without /n/ ( <b>tray</b> )
Say “ <b>soup.</b> ” Now say it again without /s/ ( <b>sue</b> )
Say “ <b>pinch.</b> ” Now say it again without /ch/ ( <b>pin</b> )



## Phoneme Manipulation: Addition

start with /īt/ • add /h/, /b/, /f/, /k/, /l/, /m/, /p/, /s/	start with /āt/ • add /b/, /d/, /f/, /g/, /h/, /l/ /m/, /r/, /w/
start with /īn/ • add /b/, /k/, /f/, /p/, /t/, /w/	start with /āk/ • add /b/, /k/, /f/, /j/, /l/, /m/, /r/, /s/, /t/
start with /āt/ • add /b/, /k/, /f/, /h/, /m/, /p/, /r/, /s/	start with /öt/ • add /b/, /k/, /g/, /h/, /j/, /l/, /n/, /p/, /r/
start with /ān/ • add /b/, /f/, /k/, /m/, /p/, /r/, /t/, /v/	start with /ēd/ • add /b/, /d/, /f/, /h/, /l/, /r/, /s/, /w/
start with /ānd/ • add /b/, /h/, /l/, /s/	start with /ün/ • add /b/, /d/, /f/, /p/, /r/, /s/, /w/
start with /ām/ • add /h/, /j/, /l/, /p/, /s/, /y/	Start with /īg/ • add b, d, f, h, j, l, p, r, w

## Phoneme Manipulation: Deletion

Delete the **INITIAL** sound from the following words:

bled	bride	clean	crow	fled	place	proof	smart	spill	stone	thread
bleed	bridge	click	drain	flow	plane	quake	snail	spin	stop	throw
blow	brisk	clip	draw	glad	plate	shred	snap	spot	stray	track
brace	broom	clock	drink	glow	play	shrub	snow	spray	street	trail
brag	brush	clog	drip	grain	pledge	slay	space	stack	stuck	trash
braid	clap	crash	flag	gray	plug	sleep	spark	start	sway	tray
brain	clash	crate	flake	ground	pray	slid	speak	steal	sweep	trim
bread	claw	crib	flaw	grow	price	slow	speech	stick	switch	trip

Delete the **FINAL** sound from the following words:

ant	brown	dent	scarf	woods
band	burnt	joint	tent	wink
blurt	dance	paint	think	zoom



## Phoneme Manipulation: Substitution

Select any other one-syllable word with 2-5 phonemes in which the first, middle, or last sound/phoneme can be replaced.

change /h/ in hat to /m/, /b/, /k/, /f/, /p/, /r/, or /s/
change /ă/ in hat to /ö/, /ü/, /i/, /ē/, or /ā/
change /t/ in hat to /d/, /m/, /s/, or /v/
change /t/ in top to /h/, /m/, or /p/
change /ö/ top to /ă/, /ā/, /i/, or /ī/
change /p/ in top to /k/, /m/, or /t/
change /s/ in sit to /b/, /k/, /f/, /h/, /l/, or /p/
change /i/ in sit to /ă/, /ě/, /ē/, /ī/, /ū/
change /t/ in sit to /k/, /l/, /p/, or /ks/
change /h/ in hat to /m/, /b/, /k/, /f/, /p/, /r/, or /s/

# Vocabulary Frayer Model

<b>Smaller Words Inside this Word</b>	<b>Example of this Word in a Sentence</b>
<b>Term</b>	
<b>What I Think this Word Means</b>	<b>Where I Have Seen or Heard this Term</b>