

# Patches

## The Standard Scarecrow





Letters, Numbers,  
Shapes, Time, Vowels,  
Colors, Blends, Words:  
Rhyming, Compound, CVC,  
Beginning S Sound  
& Contractions.




Diane Henderson

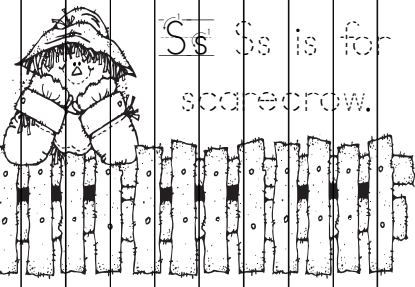
|   |    |
|---|----|
|  | 1  |
|   | 2  |
|   | 3  |
|   | 4  |
|   | 5  |
|   | 6  |
|   | 7  |
|   | 8  |
|   | 9  |
|   | 10 |

|  |  |  |  |  |  |  |  |  |  |   |
|--|--|--|--|--|--|--|--|--|--|---|
| Ss is for scarecrow.   |  |  |  |  |  |  |  |  |  | 1 |
|  |  |  |  |  |  |  |  |  |  | 2 |
|  |  |  |  |  |  |  |  |  |  | 3 |
|  |  |  |  |  |  |  |  |  |  | 4 |
|  |  |  |  |  |  |  |  |  |  | 5 |
|  |  |  |  |  |  |  |  |  |  | 6 |
|  |  |  |  |  |  |  |  |  |  | 7 |
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|  |  |  |  |  |  |  |  |  |  | 9 |
|  |  |  |  |  |  |  |  |  |  |   |

|  |  |  |  |  |  |  |  |  |  |    |
|--|--|--|--|--|--|--|--|--|--|----|
| Ss is for scarecrow.   |  |  |  |  |  |  |  |  |  | 10 |
|  |  |  |  |  |  |  |  |  |  | 20 |
|  |  |  |  |  |  |  |  |  |  | 30 |
|  |  |  |  |  |  |  |  |  |  | 40 |
|  |  |  |  |  |  |  |  |  |  | 50 |
|  |  |  |  |  |  |  |  |  |  | 60 |
|  |  |  |  |  |  |  |  |  |  | 70 |
|  |  |  |  |  |  |  |  |  |  | 80 |
|  |  |  |  |  |  |  |  |  |  | 90 |
|  |  |  |  |  |  |  |  |  |  |    |

|   |   |   |   |   |   |   |   |   |   |
|---|---|---|---|---|---|---|---|---|---|
| 10  | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 |
|  |   |   |   |   |   |   |   |   |   |

|  |   |   |   |   |   |   |   |   |   |
|--|---|---|---|---|---|---|---|---|---|
| 10   | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 |
|  |   |   |   |   |   |   |   |   |   |

|   |    |    |    |    |    |    |    |    |     |
|---|----|----|----|----|----|----|----|----|-----|
| 10  | 20 | 30 | 40 | 50 | 60 | 70 | 80 | 90 | 100 |
|  |    |    |    |    |    |    |    |    |     |







read

I see a red circle inside the sunflower.

red

trace

write

red

I see an orange circle inside the sunflower.

orange

orange



I see a yellow circle inside the sunflower.

yellow

yellow

I see a green circle inside the sunflower.

green

green



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Fill in the ending punctuation.

The scarecrow spies a 1

1



Trace

one 1 1 1

Write

1 2 3 4 5 6 7 8 9 10

Circle

The scarecrow spies a 2

two 2 2 2

1 2 3 4 5 6 7 8 9 10

The scarecrow spies a 3

three 3 3 3

1 2 3 4 5 6 7 8 9 10

The scarecrow spies a 4

four 4 4 4

1 2 3 4 5 6 7 8 9 10

The scarecrow spies a 5

five 5 5 5

1 2 3 4 5 6 7 8 9 10

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Fill in the ending punctuation.

The scarecrow spies a 6

six 6 6 6

1 2 3 4 5 6 7 8 9 10

The scarecrow spies a 7

seven 7 7 7

1 2 3 4 5 6 7 8 9 10

The scarecrow spies an 8

eight 8 8 8

1 2 3 4 5 6 7 8 9 10

The scarecrow spies a 9

nine 9 9 9

1 2 3 4 5 6 7 8 9 10

The scarecrow spies a 10

ten 10 10

1 2 3 4 5 6 7 8 9 10

Two emergent readers reinforce colors  
and numbers.



SC words don't scare me. I know all of these and that's something to crow about!

### Do you know these SC words?

|                  |          |          |
|------------------|----------|----------|
| scab             | school   | screech  |
| scale            | scold    | screen   |
| scallop          | schooner | screw    |
| scalp            | scoop    | scribble |
| scaly            | scoot    | scrimp   |
| scam             | scope    | scrooge  |
| scamper          | scorch   | scrub    |
| scan             | score    | scrunch  |
| scant            | scorn    | scuba    |
| scar             | scout    | scuff    |
| scarce           | scowl    | sculpt   |
| scare            | scram    | scum     |
| <b>scarecrow</b> | scramble | science  |
| scarf            | scrap    | scissors |
| scarlet          | scratch  | scene    |
| scatter          | scrawl   | scent    |
| scholar          | scream   |          |



Read the sentences and fill in the missing word from the word bank below. Add end punctuation.

TIP: Cross off the words as you use them.

scrib, scale, scab, scream, scrap, scribble, school, scoop, scar, scissors, scratch, scot

Don't pick that \_\_\_\_\_

Are you done cutting with the \_\_\_\_\_

I am so mad I could just \_\_\_\_\_

\_\_\_\_\_ off all of that dirt.

May I please have a piece of \_\_\_\_\_ paper

The monkey had to \_\_\_\_\_ his itch.

Please print nicely. Don't \_\_\_\_\_

Is it time to go to \_\_\_\_\_ yet

You better \_\_\_\_\_ or you're going to be late

I'll have one \_\_\_\_\_ of ice cream please

That's a deep cut. You're sure to have a nasty \_\_\_\_\_

You need a \_\_\_\_\_ to weigh that.



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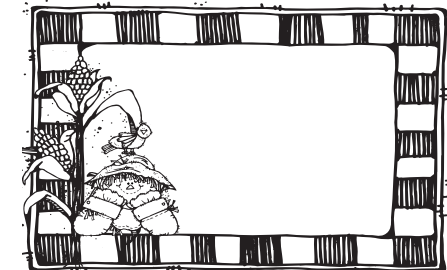
## SCARECROW

My Booklet of SC Words

By: \_\_\_\_\_



### Activities For 50 SC Words



Fill in the SC blend to make a word. Trace the rest of the letters.

|      |       |       |        |
|------|-------|-------|--------|
| ar   | aly   | holar | rimp   |
| oop  | ab    | hool  | rub    |
| ope  | ale   | oot   | runch  |
| our  | am    | orch  | rooge  |
| owl  | allop | ore   | ribble |
| uba  | ent   | ram   | uff    |
| old  | um    | rap   | ulpt   |
| orce | ant   | ratch | orce   |
| alp  | atter | rawl  | reech  |
| orn  | are   | ream  | jence  |
| out  | arf   | reen  | issors |



Name: \_\_\_\_\_

TRACE then write the words in alphabetical order. Look up any words that you don't know.

|         |         |
|---------|---------|
| scale   | scor    |
| scan    | scuff   |
| scam    | scrub   |
| scarf   | scoop   |
| screw   | scant   |
| scholar | scatter |
| scab    | score   |
| scoot   | scarf   |
| school  | scorch  |
| scrimp  | scare   |
| scamper | scram   |
| scream  | scrap   |



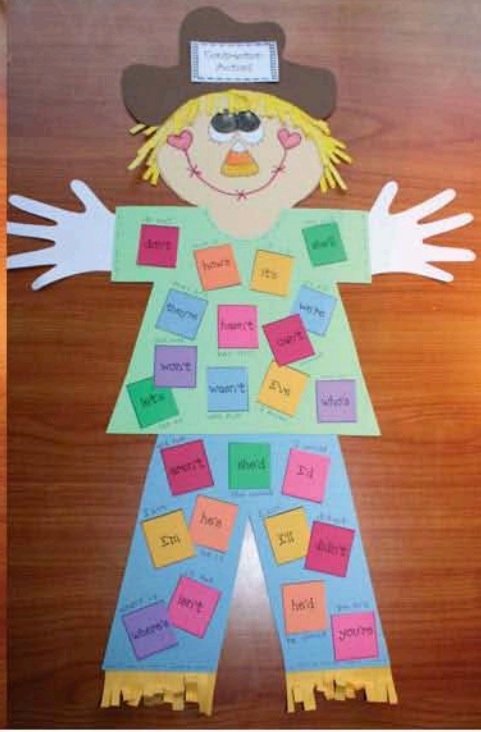
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school

scene

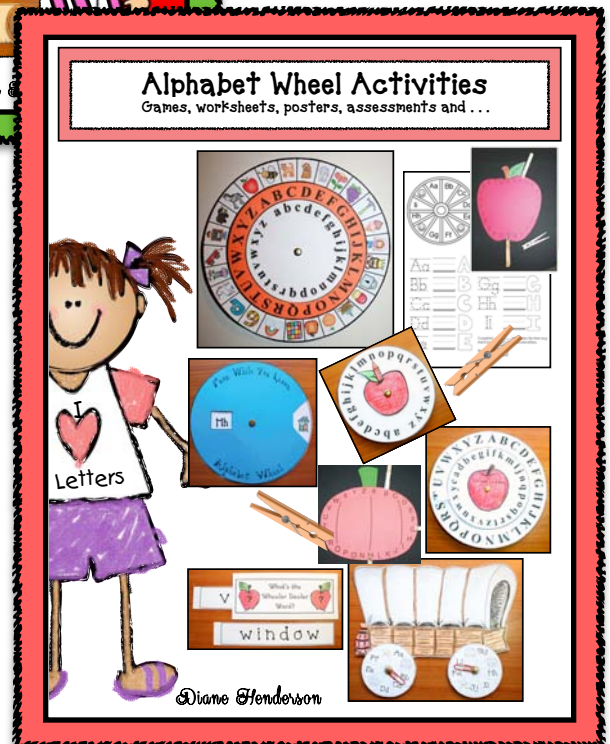
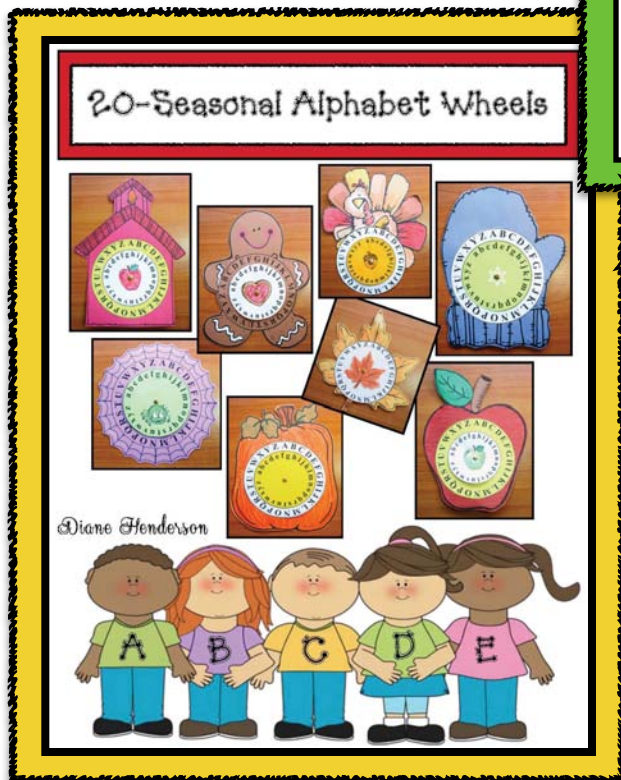
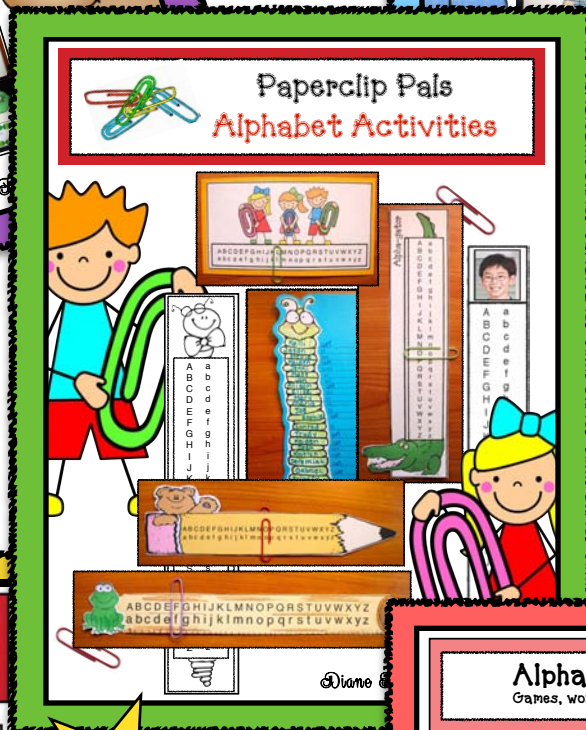






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alphabet activities as well.

*Diane*







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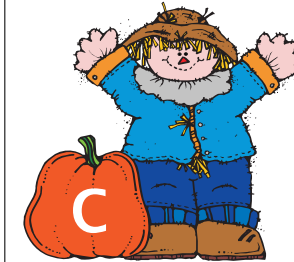
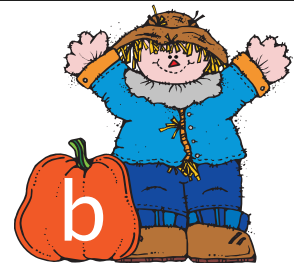
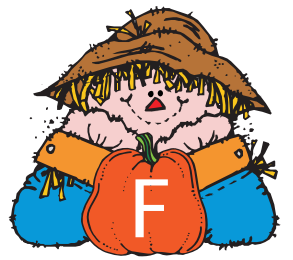
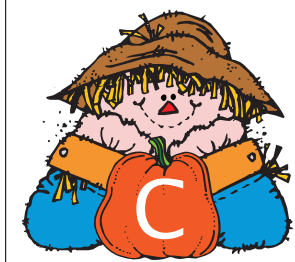
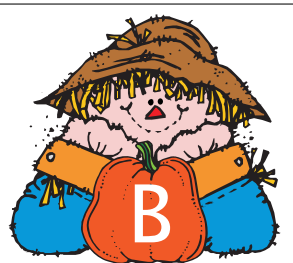
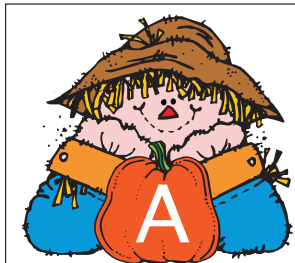
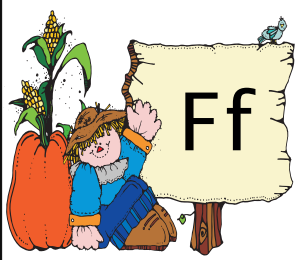
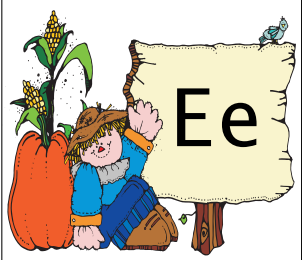
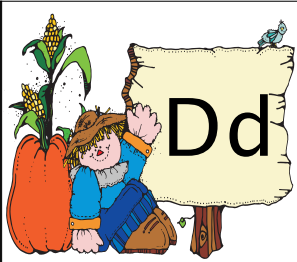
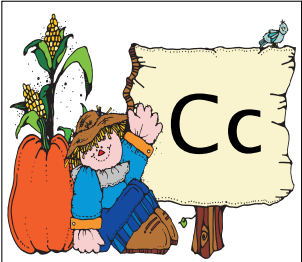
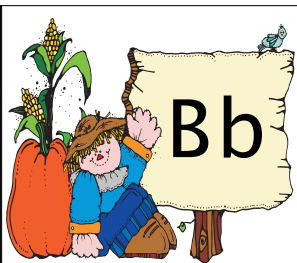
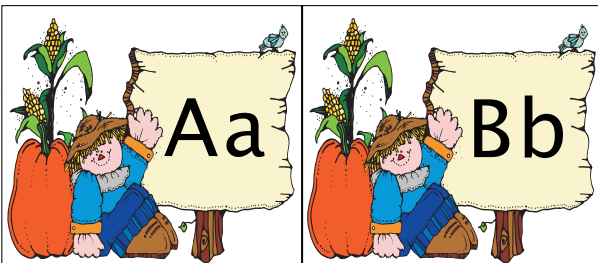
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**"Believe you can and you're half way there."**



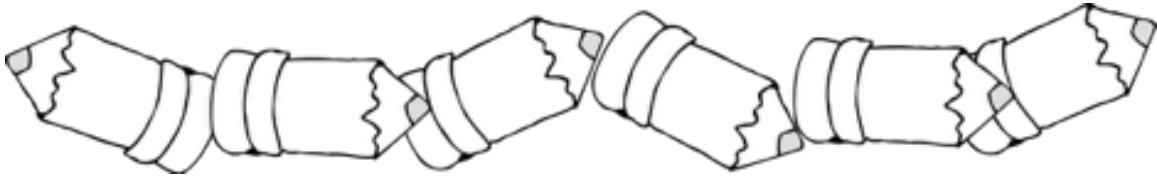


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# Scarecrow Alphabet Cards



## What can you do with the ABC cards?

### Some ideas:

- Print, laminate and trim and use for an independent center.
- Children can sequence the alphabet, match the lowercase letter to the uppercase letter, or make words.
- Put a Velcro or magnet dot on the back and use on a flannel board, white board, or cookie sheet.
- Play "What's Missing?" Gather students in a circle. They are sitting around X number of upper or lowercase letter tiles. Have students close their eyes and then remove one. Tell students to open their eyes and call out which letter tile is missing. So that there's no cheating, I hold a piece of card stock over the tiles, which hides what my hand is doing. I add another card and we review the letters, then I cover them and remove one. I build up to 8 cards.
- You can also play another game with 5 cards. As you review them, flip them over. Then flip one up and have children try and remember what is under the other cards.
- Print and laminate and put on a split ring and use as flashcards for your students.
- Print and laminate and sprinkle them on the floor. Have students collect the cards before the timer rings. After the timer rings, have students gather on the carpet and sequence the cards. You can put upper and lowercase letters together, or sequence 2 separate lines. To



reinforce recognition, call on children to share a letter that they found.

- Play Memory Match Concentration.
- Pass out both an uppercase and lowercase set and play "I Have; Who Has?" i.e. "I have the uppercase letter A. Who has the matching lowercase letter?"
- Put a set in a bag, basket or box and have students pull out a card and read the letter. If they can't, they are out of the game.
- You can also have them start saying the ABC's from that letter.
- They can pick a card and tell if it is a consonant or vowel.
- They can pick a card and give a word that starts with that letter.
- They can pick a card and give a student's name that starts with that letter. If there are none, they say zero.
- They can pick a card and give the sound(s) the letter makes.
- To make an Itty Bitty flip booklet, that students can share with their families helping to reinforce lessons learned at school. run off copies of the black & white set. Students color, write the upper & lowercase letter on their apple, trim, put them in order, and staple on a construction paper cover.
- Collating their books is a great way to sequence the letters.
- Have students choose a partner and play "Speed" against them.
- Each student mixes up their cards. Together they say, "Ready-Set-Go!"

- Each student puts their cards in ABC order. The 1<sup>st</sup> one to do so is the winner.
- Another version of "Speed" is the following: Each child has a set of cards that is in the same order as their partner's. They place them face down. They say 1-2 flip and then flip a letter tile over. The first one to read the card takes both tiles. The student with the most tiles wins.
- Students mix up their pack of cards, and reinforce vowels and consonants.
- Students take turns flipping over cards. The first one to say whether it is a vowel or consonant gets that letter tile.
- You could also play that they have to give a word that begins with that letter. i.e. A student flips over the B tile, one of the children exclaims: "Boy!" they would get that letter tile.
- Display the cards on the wall in ABC order. Each day take a "mystery" letter away. Choose a different child each day to guess which letter is missing.
- As students become familiar with the letters, jumble them up instead of keeping them in ABC order.
- Place a card behind a seasonal shape on your white board and choose a child to guess what letter tile the mouse has stolen today.
- Sort vowels and consonants.
- Sort upper and lowercase letters.
- Use them in Daily 5 for "Word Work" & have students make CVC words, word wall words, spelling words, spell their name etc.
- Pass them out and have students "feed" them to a container of some sort. "Munch and crunch a letter for lunch."



- Label a set of clothespins with upper and lowercase letter. (You can buy them at The Dollar Store) For great fine motor fun, have students clip the matching letter clothespin to the corresponding alphabet tile.
- Students can clip uppercase letter clothespins to uppercase letter alphabet cards, or have them clip the lowercase clothespins to the uppercase letter cards, and the uppercase clothespins to the lowercase letter cards.
- Make a double set of cards. Cut one set in half vertically, and another set in half horizontally. Students put the mini puzzles together and decide if that letter is symmetrical.
- Use the above cards and have students draw in the missing half.

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