

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

Write the word for each picture on the lines.  
Then make a word that solves each riddle.  
Use the letters in the boxes.

**?? Riddle 81** Why did the cookie go to the doctor?



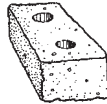


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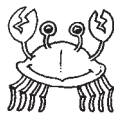
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**Solve the Riddle!**

It felt \_\_\_\_\_ - \_\_\_\_\_ .

**?? Riddle 82** What can you put in a glass but never take out?





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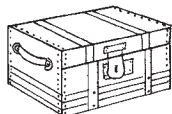
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**Solve the Riddle!**

a \_\_\_\_\_

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

Write the word for each picture on the lines.  
Then make a word that solves each riddle.  
Use the letters in the boxes.

**Riddle 83** What bird can lift the most weight?





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**Solve the Riddle!**

**a** \_\_\_\_\_

**Riddle 84** What grows down as it grows up?





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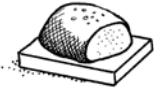
**Solve the Riddle!**

**a** \_\_\_\_\_

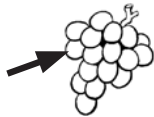
Name: \_\_\_\_\_ Date: \_\_\_\_\_

Write the word for each picture on the lines.  
Then make a word that solves each riddle.  
Use the letters in the boxes.

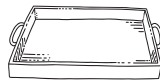
**Riddle 85** What can you hold without touching?



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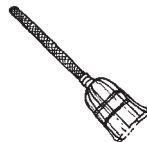


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Solve the Riddle!

your \_\_\_\_\_

**Riddle 86** What letter of the alphabet is a treat to eat?



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Solve the Riddle!

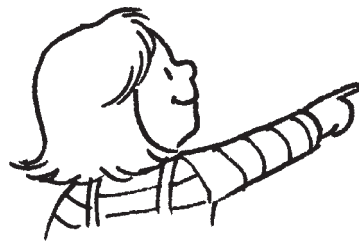
a \_\_\_\_\_

## Introducing the Activities

1. Read aloud a riddle. The example shown below asks, “What flying animal is found at baseball games?” Then point out the phonics focus at the top of the page (in this case: *short a*). Explain that the answer to this riddle is a word that features the short-a sound.
2. Review the directions. To solve the riddle, students work with words that contain the same sound. They identify each picture below the riddle, and then write the *r*-blend word it represents in the spaces and boxes provided.
3. In the Solve the Riddle! section, students write the letters from the boxes, in order, to spell out the solution to the riddle. In the example: *What flying animal is found at baseball games? A bat!*
4. To ensure students understand how to complete the activities, have them try solving the first one.
5. Extend learning by helping students explore the play on words, puns, and multiple meanings in many of the riddles.

### What the Research Says

In his book *Phonics From A to Z: A Practical Guide, 2nd ed.* (Scholastic, 2006), reading specialist Wiley Blevins notes that the faster children can decode words, and the more words they recognize by sight, the more fluent they become, leaving more time and energy to focus on comprehension (Freedman and Calfee, 1984; LaBerge and Samuels, 1974). Blevins cites Cunningham’s (1995) observation that the brain works as a “pattern detector.” Since blends, digraphs, and many vowel sounds contain reliable sound-spelling patterns, learning to recognize their common patterns increases and improves word recognition skills.





short a


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

Write the word for each picture on the lines.  
Then make a word that solves each riddle.  
Use the letters in the boxes.

**Riddle 1** What flying animal is found at baseball games?











Solve the Riddle!


**Riddle 2** What has two legs but can't walk?











Solve the Riddle! your

Solve-the-Riddle Phonics Practice © 2010 by Deborah Schecter, Scholastic Teaching Resources

### Meeting the Standards—Supporting RTI

The activities in this book help meet key state and national language arts standards (see below), and can be used to support the Response to Intervention (RTI) efforts in your school. RTI, a federal initiative, is a three-tier intervention approach in which educators provide early screening and specific, targeted intervention, particularly in reading, for at-risk students. Conceived as a prevention model, the goal of RTI is to achieve success for all students. The riddle activities offer students targeted practice in specific phonics skills to support their instructional needs and provide the repeated practice they need to attain mastery.

# Answers

Page 1

**Riddle 81:** It felt crumb-y.  
(crib, drum, brick, cry)

**Riddle 82:** a crack  
(crab, draw, crow, trunk)

Page 2

**Riddle 83:** a crane  
(crawl, grass, brain, bride)

**Riddle 84:** a tree  
(train, dream, dress)

Page 3

**Riddle 85:** your breath  
(bread, grape, tray, branch)

**Riddle 86:** a brown-e  
(broom, crown, drink, prize)