

Active Reading Games for the Fab 5

Target Skills:

Phonological Awareness

Phonics

Fluency

Vocabulary

Reading Comprehension

Players:

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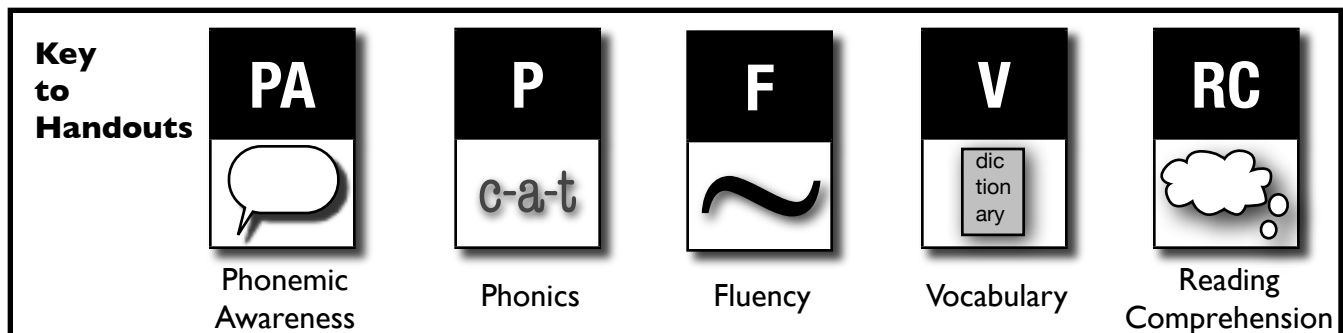
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The Hungry Thing

PA



Adapted from Sounds Abound Program and *Phonics They Use*, by Patricia Cunningham

Target Skills:

- Rhyme Identification – children hear the teacher give a nonsense word and they identify the real word that rhymes with it

Materials:

- A copy of *The Hungry Thing* by Jan Slepian and Ann Seidler (This book is out of print but can be found on the internet)
- A puppet or enlargement of ‘the hungry thing’
- Plastic food or pictures of food to feed ‘the hungry thing’

Players:

- From 2 people to the entire class

Object of the Game:

- To feed ‘the hungry thing’ by recognizing nonsense rhymes

Set-Up:

- Have all the materials gathered together and the group of children who will be playing gathered together

The Play:

- Read *The Hungry Thing*, engaging children in the story as much as possible – ask them to make predictions, notice pictures, etc.
- Bring out ‘the hungry thing’ puppet or enlargement and tell the children that they are going to get to act out the story and the teacher is going to be ‘the hungry thing.’
- Pass out an item of food to each child
- Explain that the children will need to feed ‘the hungry thing’ when ‘the hungry thing’ asks for the food in a funny way – by saying a made-up word that rhymes with a food that the children have
- Tell the children that if they have the food that rhymes with the made up word then they must go feed ‘the hungry thing’
- Start reenacting the story by saying, “One day a hungry thing came to town. It pointed to the sign around its neck that said Feed Me. The townspeople gathered around and asked, “what do you want to eat?” And the hungry thing said, “shmancakes!” “Shmancakes said the townspeople, what are shmancakes? What does shmancakes sound like?” The children respond and the child who has pancakes comes to ‘feed’ the hungry thing. Each child will get a turn to feed ‘the hungry thing’
- When there is no more food left, the teacher will end the story by saying something like, “Then the hungry thing smiled, wiped his mouth clean and turned the sign around and there were the words, “thank you.” The teacher flips over the ‘Feed Me’ sign to say ‘Thank You.’

Variations:

- Once the children have played the game with the teacher, the children can play amongst themselves, taking turns being 'the hungry thing.'
- Instead of having a 'teacher' role play 'the hungry thing' by asking for the food, the children can come up to 'the hungry thing' and offer it various foods by coming up with the nonsense word that rhymes with their food (rhyme production). Ex. – A child comes up to the hungry thing with an apple and asks, "Would you like a rapple?"

Duck, Duck, Goose

PA



Adapted from *The Sounds Abound Program*.

Target Skills:

- Syllable Segmentation

Materials:

- Large picture cards with the number of syllables represented by different colored dots underneath the picture

Players:

- Small or large group

Object of the Game:

- To play duck, duck, goose having the children segment and then blend words into syllables.

Set-Up:

- Children sit in a large circle while the teacher gathers the picture cards

The Play:

- Children sit in a circle.
- One child takes a turn at a time. They come up to the teacher who holds up a picture card. The teacher asks: "What is this a picture of?" "What are the parts?" The child looks at the picture and says the word: "rabbit." They then say it broken up into syllables, or parts: "ra-bbit" – 2 syllables. (The child may also want to clap the syllables while saying the word aloud). The teacher then asks: "What will you say when you want someone to run after you?" The child blends the word together: "rabbit."
- The child then goes around the outside of the circle of children, gently tapping them on the head as she passes, saying one syllable of the word for each child: "ra-bbit," "ra-bbit" (4 children would be tapped).
- When the child is ready to pick a child to run after them, they tap the child on the head and blend the word together to say: "rabbit!"
- The child who is picked runs after the child who was tapping heads. The child who was tapping heads tries to run and sit in the other child's seat before they catch them. Then it is the child who is left without a seat's turn.

Variations:

- This game can be adapted to play breaking apart words into phonemes instead of syllables (phoneme segmentation). The child whose turn it is must identify the picture, then break the word into phonemes. For example, the teacher shows a picture of a moose the child says "m-oo-se" as they tap 3 children on their heads while going around in the circle. When the child blends together the whole word 'moose!' that child gets up and chases the first.

Initial Sounds Bingo

PA



Adapted from *The Sounds Abound Program*.

Target Skills:

- Initial sound recognition

Materials:

- Bingo/lotto cards
- Poker chips

Players:

- Any size group of children broken into pairs.

Object of the Game:

- For each team/pair of children to cover three pictures in a row with a poker chip. Chips are put on the picture that begin with the first sound of the word said aloud by the teacher.

Set-Up:

- The teacher puts children in pairs and gives each team a lotto board and a handful of poker chips.

The Play:

- Ask the pairs of children to listen to the first sound of the word the teacher says. They must then find a picture of a word that begins with the same sound on their lotto boards and place a poker chip on it.
- The teacher says or sings: "I'm thinking of a word that starts like penguin, starts like penguin, starts like penguin. I'm thinking of a word that starts like penguin and ___ is the word." (The children look at their boards and fill in the word that they see on their board that has the same initial sound).
- The winner of the game is the pair of children that get three pictures in a row in any direction first. The team has to say the picture and sound of each square with a chip on it.

Variations:

- In order to make the game a little more tricky, the teacher can say: "I'm thinking of a word that starts like ___" and not give the actual word that is on the lotto board.
- The children can play as individuals and not in pairs.
- Once the children have been introduced to the letters of the alphabet and their corresponding sounds, to make the game a two player game without the teacher, the children play against each other by rolling a die that has been covered with letters on each of its sides. The children take turns rolling the die and must put a chip on a picture that starts with the letter that has been rolled. The first child to get three in a row wins.

Sound-tration

PA



Taken from *Phonemic Awareness in Young Children* by Marilyn Jager Adams, Barbara R Forman, Ingvar Lundberg, and Terri Beeler

Target Skills:

- Identifying initial phonemes

Materials:

- A set of picture cards (objects or animals) where there are pairs that have the same initial sounds.

Players:

- Small groups or pairs

Object of the Game:

- To make matches of picture that have the same initial sounds.

Set-Up:

- The children playing the game gather in a small circle, leaving room for rows of cards in the center.

The Play:

- Tell the children they are going to play a memory game. Pass pictures of objects or animals to the children, naming each picture together and placing it face down on the table or carpet.
- Children take turns flipping over pairs of pictures right side up and deciding if the initial sounds of the picture's names are the same.
- If the initial sounds match, the child selects another pair; otherwise, another child takes a turn.

Variations:

- The same game can be done with final phonemes.

Where's the Sound

PA



Taken from *Games for Reading* by Peggy Kaye

Target Skills:

- Phoneme isolation

Materials:

- Three paper cups
- Jelly beans, raisins, gold fish or some other favorite small snack
- Paper
- Pen

Players:

- A student and the teacher or a small group and a teacher

Object of the Game:

- When asked where a specific sound is in a word, the child will demonstrate they know by putting a small snack in the corresponding beginning, middle, or end cup.

Set-Up:

- Label three cups as beginning, middle, and end.
- Put the cups facing the child/children along with a bowl of a small snack.

The Play:

- Tell the child/children they are going to play a game where the teacher will ask where a sound is in a word and that their job is to show where the sound is – in the beginning, middle, or end by putting a snack into the right cup.
- Model for the child what they are supposed to do: “So, if I say where’s the /s/ sound in boss I would put my snack in the end cup.”
- Ask the child/children a series of questions like, “Where’s the /p/ sound in pillow?”, “Where’s the /p/ sound in capital?”, and “Where’s the /p/ sound in soap?”
- If the child gets the answer correct they may eat the snack. (This applies to times when the sound may be in two places in one word).
- If they get it incorrect, the child/children and teacher talk through why it’s wrong and what the answer really is and they move on to the next question.
- Some sample questions: Where’s the /l/ sound in silly, Where’s the /b/ sound in block?, Where’s the /o/ sound in radio?, Where’s the /v/ sound in television?, Where’s the /p/ sound in surprise?, Where’s the /n/ sound in kitchen?, Where’s the /s/ sound in sneakers?, Where’s the /t/ sound in spaghetti?, Where’s the /m/ sound in mayonnaise?, Where’s the /t/ sound in elephant?, Where’s the /l/ sound in lilacs?, and Where’s the /s/ sound in seasons?

Riddle Guessing Game

PA



Taken From *Phonics They Use* by Patricia Cunningham

Target Skills:

- Phoneme segmenting and blending

Materials:

- A memorized list of simple riddles that the teacher makes up

Players:

- From 2 players to the entire class

Object of the Game:

- To figure out the answer to a riddle by hearing a word pronounced by its individual phonemes

Set-Up:

- Gather children who are playing in a group

The Play:

- Start by saying, "I am going to tell you a riddle and you are going to guess what the answer is." If you have the answer please touch your head (or raise your hand, or tap your nose, etc.)
- Give the first riddle: "I'm thinking of an animal that lives in the water and is a /f/-/i/-/s/-/h/"
- The teacher calls on a child and asks everyone else to confirm that the answer is correct
- The teacher continues to give riddles, speaking in this silly way

Variations:

- Instead of having the teacher create all the riddles, once a child correctly guesses one, they are the ones to give the next riddle.
- The teacher can lead the children in a game of "Simon Says" but say the commands breaking down the words into individual phonemes. Example, "Simon says touch your n-o-se."

Troll Talk 1: Phonemes



Adapted from: *Phonemic Awareness in Young Children* by Marilyn Jager Adams, Barbara R Forman, Ingvar Lundberg, and Terri Beeler

Target Skills:

- Phoneme blending

Materials:

- Troll Talk story
- Troll puppet or picture

Players:

- 4-5 children and a teacher

Object of the Game:

- For the children to produce and pronounce words phoneme by phoneme

Set-Up:

- The teacher gathers the children who are playing in a circle and brings the 'Troll'

The Play:

- Everyone sits in the circle and the teacher tells this tale: "Once upon a time there was a kind little troll who loved to give people presents. The only catch was that the troll always wanted people to know what their present was before giving it to them. The problem was that the little troll had a very strange way of talking. If he was going to tell a child that the present was a *bike*, he would say "/b/-i/-/k/." Not until the child had guessed what the present was would he be completely happy."
- Then the teacher goes around the room with the puppet or picture representing the troll, giving a 'present' to each child, pronouncing the name of the present phoneme by phoneme first and once the child guesses the present, the Troll turns over the picture and gives it to them.
- When the child guesses the word, she or he is to name a present for someone else.
- It's best to work up from short (2-3 sounds) words to longer ones as the children become more adept at hearing the sounds.
- Examples of gifts include the following: bean, book, bow, bread, cheese, dog, eel, ice, pan, shoe, tie, train, pen, truck.

Variations:

- Each child gets from one to three 'secret' pictures – use magazine cut outs, language cards, or photocopied pictures. They may then give the things in the pictures as 'presents,' one thing at a time, to another child by sounding out the word phoneme by phoneme. The child who receives the present has to guess what it is before she or he can have the picture.

Turtle Talk and Itty Bitty Bit

PA



From Phonemic Awareness By Maryann Manning from Teaching K-8

Target Skills:

- Phoneme segmenting

Materials:

- None

Players:

- From one child to the entire class, teacher directed

Object of the Game:

- To break up a word into its individual phonemes, pretending to be a slow-talking turtle or by breaking the word up into 'itty bitty bits.'

Set-Up:

- Whoever is playing gathers in a space together

The Play:

- The teacher tells children that they are going to pretend to be turtles who say every word slowly so you can hear every sound. The teacher gives an example, moving their head forward when they say each phoneme: "/t/ /u/ /r/ /t/ /le/."
- Children can be asked to say the words together as turtles to see who can stretch the word out the longest.
- Itty Bitty Bit reinforces the same skill. The teacher tells the children they are going to play a game called Itty Bitty Bit where you say a word in little bits. The teacher gives an example, emphasizing each sound: "/p/ /e/ /n/ /c/ /i/ /l/."
- Ask the children to take turns choosing words and saying them sound-by-sound.

Guess the Word

PA



Adapted from *Sounds in Action*, by Yvette Zgonc

Target Skills:

- Phoneme blending

Materials:

- None

Players:

- Whole class, direct instruction

Object of the Game:

- For the children to hear words broken up into phonemes and be able to blend them into the whole word.

Set-Up:

- Gather the whole class so they can see one area of the room

The Play:

- Ask three children to come up to the front of the room. They all sit down facing the rest of the class.
- Using a three-phoneme word, such as *mat*, give each child a sound from the word. Whisper “/m/” to the first child, “/a/” to the second child, and “/t/” to the third child.
- The first child stands up and says “/m/” and sits back down. The second child stands and says “/a/” and sits back down. The third child stands and says “/t/” and sits back down.
- The rest of the class then says the entire word together: “mat.”
- Other words to start off with: /c/ /o/ /t/, /r/ /u/ /g/, /sh/ /i/ /p/, /ch/ /i/ /n/, /f/ /a/ /n/.

Variations:

- Once the children are used to playing the game, mix it up by having the children switch places and ask the class to say what the word would be. Ex. – go through the game as normal using the word “top.” Then ask the “/t/” and the “/p/” switch places and ask the children what the word would be.
- For a more advanced game that reinforces phoneme addition and deletion, start with words with more sounds and then take away and add other children from the class to make new words. Ex. – Start with a word like “and” to play the game normally. Then, ask a child to come up and stand in front of the “and” and whisper /s/ to them. They say all their sounds aloud together. Then ask the class what word do they have now? (sand) More complicated words that have blends (ex. - pinch) can be used later when the children have mastered easier words. Another Ex. – Play the game normally with a word like “flake.” Then ask the child who represents /f/ to sit down. Ask the children, “What word do we have now?” (lake).

Elkonin Boxes

PA



Adapted From the Russian psychologist D.B. Elkonin's concept

Target Skills:

- Segmenting phonemes

Materials:

- Picture cards depicting objects and boxes below to represent the number of sounds. Ex. – A picture of a sun with three boxes underneath it. Have pictures of varying numbers of sounds in them.
- Tokens or markers of some sort (poker chips, stones, etc.)

Players:

- Individual or small group led by a teacher (at least initially – once the students get the hang of the game, they could do it themselves).

Object of the Game:

- To break apart the sounds of a word

Set-Up:

- Children are told that they are going to play a game where they have to look at a picture and show how many sounds make up the object.

The Play:

- Children are presented with a simple picture and boxes below to represent the number of sounds. (Begin with pictures containing two to three sounds at the beginning).
- Ask the child/children to say the whole word – “What is this a picture of?” (sun).
- The teacher places the tokens on the picture.
- Ask the children to slowly pull down each token while saying the sounds (/s/ /u/ /n/).
- Ask them to say the whole word together.
- Practice with various pictures.

Variations:

- Once a child can segment three sounds begin to work with initial and final blends and word ending such as plural s.
- Ask the child to manipulate the tokens (pick up the one that says /s/; point to the last sounds, what does it say; take away the first sound and what do you have left?)

Eat Your Words

PA



Target Skills:

- Phoneme segmentation

Materials:

- A simple drawing of a head with a mouth only and two or three boxes below it.
- A small food of your choice (gold fish, Hershey kiss, raisin, etc.).

Players:

- From one student to the entire class and the teacher

Object of the Game:

- To 'eat the word' by pulling the snack food down from the face into the boxes while saying each phoneme aloud.

Set-Up:

- If using two boxes, have the children put two pieces of food to make eyes on the face. If using three, have them make two eyes and a nose.

The Play:

- Tell the children that they are going to play a game they will have to pretend the pieces of food are the sounds that make up a word that the teacher says. Then, they have to pull the pieces of food down through the mouth and into the boxes, sound by sound.
- Model an example for them, making sure to say the sounds aloud while moving them to the boxes and then blending the whole word together before eating the snacks.
- Make sure to announce the sounds of the words clearly.
- Example – “Say the word “a-t.” How many sounds is that? (two) Let’s pull down the sounds together. “A-t.” At. You may now eat your word.”

Name That Word

PA



Adapted from *Sounds in Action*, by Yvette Zygonc

Target Skills:

- Phoneme deletion of an initial sound

Materials:

- None

Players:

- Whole class, direct instruction

Object of the Game:

- To name the nonsense word that remains when the first sound is taken away

Set-Up:

- Gather the class together so they can see one area of the room

The Play:

- Tell the class they are going to play a game called “Name that Word” and choose two volunteers to come up to the front of the room.
- Divide the word *give* into onset and rime. Whisper “/g/” to the first child and “/iv/” to the second child.
- The volunteer who has /g/ steps forward and says “/g/” and then steps back. The second volunteer steps forward, says “/iv/” and stays there.
- After the second child says “/iv/” ask the rest of the class to name the nonsense word that is left after you take off the /g/. Create some excitement by shouting, “Name that word!”
- Choose two new volunteers to come up to the front of the room and repeat the process. Other suggested words to use: house, barn, bell, tap, did, horse, good, must, sing, jump.

Variations:

- Make it more challenging by using words that begin with a consonant blend or digraph, such as *spill*, *stop*, *blue*, *frog*, *clap*, *stick*, *chip*, *shop*, and *thick*. Remember, the consonant blend is the onset, and the rime is the first vowel and all the letters that follow; for instance, /sp/ /ill/ and /th/ /ick/.

Twinkle, Twinkle, Little Word

PA



Taken From *Sounds in Action*, by Yvette Zgonc

Target Skills:

- Phoneme deletion of initial sounds

Materials:

- None

Players:

- Whole class, direct instruction

Object of the Game:

- Singing a popular song with some of the words changed, children will discover new words by removing the initial sound.

Set-Up:

- Gather students together

The Play:

- Tell the children you are going to teach them a song that will help them discover new words that are inside bigger words.
- Sing this song to the tune of “Twinkle, Twinkle, Little Star.” Let them fill in the last word of each verse: Twinkle, twinkle, little word, what’s the new word to be heard? If I take off the first sound, what new word will now be found? Take the /p/ right of *put*. Now the new word sounds like _____. (out)
- After a few verses using new words, invite the children to sing a long. Other possible words to use: cold, bus, meat, sled, hand, fit, win, ball, farm, boat.

Variations:

- Vary the calling out of the new word by calling on just the girls, then just the boys, or calling on a student sitting on one side of the room, then one sitting on the other side.

Add a Sound to make a Web

PA



Taken From *Phonemic Awareness in Young Children* by Marilyn Jager Adams, Barbara R Forman, Ingvar Lundberg, and Terri Beeler

Target Skills:

- Phoneme addition

Materials:

- A ball of yarn or string

Players:

- Small or large group

Object of the Game:

- To create a spider's web by rolling a ball of yarn to a friend after creating a new word.

Set-Up:

- Children gather in a circle

The Play:

- Seat children in a circle and begin by explaining that sometimes a new word can be made by adding a sound to a word. As an example, say "ox," and have the children repeat it. Then ask what will happen if they add a new sound to the beginning of the word such as /f-f-f-f/: "f-f-f-f...ox, f-f-f-fox." The children say fox. Explain, "We put a new sound on the beginning, and we have a new word!"
- Do a few more examples, providing solid guidance, asking the children to say the word parts with you in unison (e.g., "ice...m-m-m-m...ice...m-m-m-ice...mice"). Other examples are: hair-air, land-and.
- Explain that now you are going to play a game with the yarn to make a spider's web. Tell them that they have to come up with a new word by adding a sound to a word. The teacher says, "m-m-m...old." Have the children repeat this. The teacher rolls the ball (holding on to the end of the string) to a child who is to respond "m...old, mold." Continuing the game, say, for example, "f-f-f...arm/farm." All of the children repeat what you say and the child with the yarn rolls it to another child who catches it and says, "f-f-f...arm/farm."
- The game continues in this manner using examples such as: chin-in, fair-air, fat-at, fold-old, hate-ate, hoops-oops, make-ache, mash-ash, mill-ill, more-oar, near-ear, phone-own, race-ace, rice-ice, seal-eel, seat-eat, show-oh, thick-ick, weight-eight, etc.
- When a complete web has been made, it can be lifted up high, and you can engage the children in a song about a spider. Finally, the ball is rolled up again from child to child.

Variations:

- This game can be played focusing on phoneme deletion as well. Instead of talking about how we can make new words by adding a sound to a word, you can focus on the idea that you can create new

words by taking a sound away from a word. For example, say, “r-r-r-rice/ice.” Have all the children repeat it. Holding on to the loose end, roll the yarn to one child and ask, “What sound did I take away?” The child catches the yarn and says, “r-r-rice...ice...r-r-r.” Then say the new word that the children can repeat and the child who has the yarn rolls it to another child while holding onto the yarn. The same examples of word pairs given above for the phoneme addition can be used, as well as: name-aim, now-ow, shy-eye, sink-ink, wheel-eel, hand-and, knit-it, beat-eat, bone-own, care-air, pat-at, told-old, towel-owl.

- Once the children have become experts playing this game adding and deleting initial sounds to create new words, you can play the same game introducing the concept that a new word can be created by adding a sound to the end of some other word. Some words to use are: bar-bark, bee-beak, boo-boot, car-card, coal-cold, go-goat, gray-grain, how-house, lay-late, me-meat, moo-moon, no-nose, say-save, see-seek, sigh-sight, so-soap, ay-trace, tree-treat, two-tooth.

Take Off and Put On

PA



Taken from *Sounds in Action*, by Yvette Zgonc.

Target Skills:

- Phoneme substitution of initial sound

Materials:

- Pictures of objects depicting the words used in the activity (If you are unable to find pictures of objects depicting the words used, just say the words).

Players:

- Small group (4-6 students) and the teacher

Object of the Game:

- To make a word into a new word by changing the first sound

Set-Up:

- Children playing the game and the teacher gather together.

The Play:

- The teacher explains to the children that they are going to play a game where they are going to have to create new words by changing the first sound.
- Hold up a picture of a bug. Ask the children in the group to take off the /b/ sound and add /t/. What is the new word? (tug).
- Hold up a picture of a king. Take off the /k/ sound and add /r/. What is the new word? (ring).
- Continue with the following picture words and new sounds:

<u>Picture Word</u>	<u>New Sound</u>	<u>New Word</u>
ball	/f/	fall
wig	/p/	pig
mop	/t/	top
cup	/p/	pup
sack	/b/	back
sun	/r/	run
bee	/s/	see
leg	/b/	beg
pen	/t/	ten
sit	/l/	lit

Variations:

- Give a picture to each of the students in the small group. The students take turns holding up their pictures. For each picture's word, one student in the group substitutes a new initial sound on his/her choice.

Follow the Path

PA



Adapted From: *Words Their Way*, by Donald R. Bear, Marcia Invernizzi, Shane Templeton, Francine Johnston

Target Skills:

- Recognizing targeted initial consonants

Materials:

- A simple gameboard made out of a manila folder and squares that connect to make a path from start to finish (You may decorate the board in whatever theme you want).
- Label the squares on the path with the letters you want to review, using both upper-and lower case forms (using four letters at a time works best).
- A set of picture cards that correspond to the letters (these can be made by copying pictures onto cardstock or gluing cutout pictures to cards)
- 2-4 game pieces (flat ones work best – bottle caps, poker chips, etc)

Players:

- 2-4 students

Object of the Game:

- To be the first one to get to the end of the path – in order to get there one must flip over picture cards and move the game piece to the next space on the path that is marked by the corresponding beginning consonant.

Set-Up:

- Take out the gameboard, game pieces, and picture cards.
- Open the folder, turn the picture cards facedown in a stack.
- Distribute the game pieces.

The Play:

- Each player draws a picture in turn and moves the playing piece to the next space on the path that is marked by the corresponding beginning consonant.
- The winner is the first to arrive at the destination.

Variations:

- Different boards can be made for other consonants, vowels, blends, and digraphs depending on the children's ability.

Letter Swap

PA



Taken From the *Sounds Abound Program*

Target Skills:

- Linking sounds to letters (phoneme-grapheme correspondence)

Materials:

- Different pairs of cards with letters written on them
- Chairs in a circle

Players:

- Small group of an even number in a circle, with one child standing in the middle of the circle.

Object of the Game:

- When a child hears a word that matches the sound that matches the letter they are holding they try and swap places with each other, while the child who is 'it' tries to steal one of their seats. If successful, they will take the card from the student tagged as the other child becomes 'it.'

Set-Up:

- Children sit in a circle in chairs around a child who is 'it,' who stands in the middle
- Each child sitting in a chair is given a letter card that has a matching card with someone else in the circle somewhere

The Play:

- The teacher explains that the game they are going to play is called 'letter swap' and that everyone has a card that has a letter on it. The letters that each child has should be reviewed before the game. For example, the teacher could ask, "What letter do you have ___?" "And does anyone else have that letter?"
- The teacher starts the game by saying, "I'm going to say this chant and you are going to say it with me. It goes like this": "Listen to the word, what's the first sound that you heard? Match me with a letter card, you know it can't be all that hard. Now try to beat me to my seat."
- The teacher then calls out a word, for example, "van." The children sitting in a circle who have the letter cards with 'v' on them will get up and try and switch seats while the child who is 'it' also tries to sit in one of the seats. The child who is left standing (most likely one of the children who was sitting) is now 'it' and gives their letter card to the child who stole their seat.

Variations:

- The game could be played where the children have to listen and swap seats for final phonemes.

Musical Mats

PA



Taken From the *Sounds Abound Program*

Target Skills:

- Matching letters to sounds

Materials:

- Individual mats or carpet squares, enough for each child playing
- Letter cards (the same number as mats)
- Pictures of objects that correspond to the letters
- Music

Players:

- Small-medium sized group of children

Object of the Game:

- Once the music stops, the child must take the letter card that is closest to them and find the picture that starts with the sound of the letter on their card.

Set-Up:

- Individual mats are set up in a circle with one letter card on each mat
- In an inner circle above the mats, the teacher randomly distributes the pictures
- Children form a circle around the mats

The Play:

- The teacher explains that each child has a mat and in front of them is a picture and a letter card. The teacher asks the children individually (at least a few) what picture and then letter that they have in front of them and if it is a good match (it will not be).
- Once it has been established that it is not a good match between the letter and the picture, the teacher explains that they will play some music and the children will get up, march around in a circle until the music stops.
- Once the music stops, the child must take the letter card that is closest to them and go around the circle (not crossing the inside of the circle) to find their match - the picture that starts with the sound of the letter on their card and sit in front of it.
- Once all the children have found their matches, the teacher goes around and asks the child to say what they have a picture of, the sound and the name of the letter.

Books that promote phonological/ phonemic awareness:

Alhlberg, J. *Each Peach Pear Plum*
Aylesworth, J. *Old Black Fly*
Baer, G. *Thump, thump, rat-a-tat-tat*
Base, G. *Animalia* (great for older kids)
Brown, M. *Another Important Book*
Brown, M. *Big Red Barn*
Brown, M. *The Train to Timbuctoo*
Cameron, P. "I Can't" Said the Ant
Capucilli, A. *Mrs. McTats and her houseful of cats*
Carle, E. *Brown Bear, Brown Bear, What do You See?*
Carle, E. & Martin, B. *Polar Bear, Polar Bear, What Do You Hear?*
Colandro, L. *There was a cold lady who swallowed some snow*
Cronin, D. *Click, Clack, Moo Cows That Type*
Degen, B. *Jamberry*
DeRegniers, B. *Catch a Little Fox*
DeRegniers, B. *Sing a Song of Popcorn* (poetry collection)
Ehlert, L. *Nuts to You!*
Fleishman, P. *Joyful Noise: Poems for two voices*
Fleming, D. *In the tall tall grass*
Fleming, D. *In the small small pond*
Florian, D. *bow wow meow meow*
Florian, D., *Vegetable Garden*
Fox, M. *Boo to a Goose*
Ginsburg, M. *Across the stream*
Grover, M. *The Accidental Zucchini*
Guarino, D. *Is your mama a llama?*
Hague, K. *AlphaBears*
Heidbreder, R. *I wished for a unicorn*
Hennessey, B.G. *Jake Baked the Cake*
Hoberman, M. *The Seven Silly eaters*
Inkpen, M. *Kippers A to Z*
Jarman, J. *Big red tub*
Kalman, M. *What Pete ate from A-Z*
Lewison, W. *Buzz Said the Bee*

Lithgow, J. *The Remarkable Farkle McBride*
Martin, B. & Archambault, J. *Chicka Chicka Boom Boom*
Mayer, M. *What do you do with a kangaroo?*
Neitzel, S. *The jacket I wear in the snow*
Ochs, C. *Moose on the Loose*
Pilkey, D. *'Twas the night before Thanksgiving*
Prelutsky, J. *It's raining pigs and noodles* (poetry)
Prelutsky, J. *The new kid on the block* (poetry)
Prelutsky, J. *Pizza the size of the sun* (poetry)
Prelutsky, J. *Something big has been here* (poetry)
Salisbury, K. *There's a Bug in my Mug and My Nose is a Rose*
Seuss, Dr. (many wonderful choices)
Slepian, J. & Seidler, A. *The Hungry Thing*
Sharratt, N. *Monday Run Day*
Wardlaw, L. *Saturday Night Jamboree*
Weeks, S. *Mrs. McNosh hangs up her wash*
Wells, R. *Noisy Nora*
Whelihan-Scherer, C. *Coyote concert*
Wild, M. *Midnight babies*
Wilson, K. *A frog in the bog*
Wishinsky, F. *Jennifer Jones won't leave me alone*
Wong, J. *Buzz*
Wood, D. & A. *Heckedy Peg*
Wood, A. *Silly Sally*
Yaccarino, D. *An octopus followed me home*
Zeifert, H. *I swapped my dog*

Songs that promote PA

Katz – I'm Still Here in the Bathtub (collection)
Raffi – Down By the Bay
Westcott, N.B. – The Lady with the Alligator Purse
Miss Mary Mack
5 Little Monkeys
Willoughby Wallaby

Orchestra

P

c-a-t

Marianne Duldner

Target Skills:

- Automaticity of the short vowel sound- receptive and expressive
- Discrimination between short vowel sounds

Materials:

- Board with vowels written across the page
- Pictures cues are drawn around the letter (around the letter A an apple is drawn..etc.)
- Baton for the conductor

Players:

- Conductor
- Orchestra- one person, small group, or entire class

Object of the Game:

- To respond to the conductor as quickly as possible with accuracy

Set-Up:

- Conductor stands in front of board

The Play:

- Conductor points to the vowels with the baton and the orchestra must state the short sound quickly and accurately.
- Conductor may vary the pattern such as pointing to A,E,I,I,O,U,A,I,I,O,O...etc
- On the second round the Conductor says the vowel sounds quickly and the orchestra must point to the sound.

Variations:

- May start off with only two vowels. (I suggest A and I to begin with.) Then you may add another vowel. (E and I are often difficult to distinguish as well as O and U.
- The students can become the conductor and give the teacher vowel sounds. The teacher may make mistakes on purpose and the students say “ Oh no.”

Sense/ No Sense

P

c-a-t

Target Skills:

- Blend sounds together
- Manipulate sounds to create a new word
- Recognize whether word is real one or not

Materials:

- 40 Cards with one consonant on each.
- 15 Cards with one vowel on each. (Vowel card should be different color than consonant cards)
- 30 Chips

Players:

- 2-4

Object of the Game:

- To collect the most chips

Set-Up:

- Cards are placed in 3 piles (face up) : initial consonant, vowel, final consonant.
- Chips are in a pile next to the cards

The Play:

- First player blends the 3 sounds. If it is a real word s/he takes a chip.
- The first player then removes one card from either of the 3 piles. If a real word is made, the player collects another chip. If not, the next player has a turn.
- The next player then removes one card and places it on the side, S/he sees if the 3 letters make a sense or no sense word. A chip is taken if the word makes sense.

Variations:

- Play with the sounds the student knows. This can be played with only short A and M,S,F,B,C,D,H,L,N,P,R,T as initial and G,T,N,P,F,B,D,M as final consonants.
- The game can be played using unifix cubes, or blocks.

For an easy version: On two cube writes different consonants and on the third cube write vowels. The player rolls the 3 cubes and tries to make a word. If using the unifix cubes the player may lock the cubes together. If the word makes sense, the player takes a chip. If not, the next player has a turn.

For a more difficult version, more cubes can be used. The player rolls up to 12 cubes and tries to make as many words as possible.

- On an even more advanced level, The game can be used with onset rime cubes.
Game 1: 10 cubes are made, One color(5 of them) for onset; one color for rime (5).
Onset: Cube #1: br,br,l,s,bl,l Cube#2: r,w,st,r,r,st.cl Cube #3: m.n.m.s.s.g
 Cube #4: cr, p, p, d, d, gr Cube #5 p,p,t,m,c,d
Rime: Cube #1: oan,air,oor,ood oat,oon Cube #2: eat, ain,oo,ail,eat,eet,oad
 Cube #3: eak,eer,ook,oat,eau,oak Cube#4: eam,ear,eep,oom,eat,een
 Cube #5: eed,eel,aid,eed, ease,eat

(If using unifix cubes you will only need 4 sides, not 6.)

MAGIC SQUARES

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c-a-t

adapted from *Recipe for Reading*

Target Skills:

- Constructing, reading, and writing words with a specific linguistic pattern.

Materials:

- Game board with 6 squares.
- Pencils
- Timer (optional)

Players:

- 2- whole class

Object of the Game:

- To make the most words (if using timer- within the time framework) using the linguistic pattern on the game board.

Set-Up:

- Each person is given a board and told to write down as many words as possible.

The Play:

- Player must write a word using the letters on the board.
- Only letters in squares that are touching one another may be used.
- The letters may be touching horizontally or diagonally,
- 3 or 4 letter squares may be joined.

Variations:

- In set up: May play in teams, or in dyads (displayed on next sheet)
- May use timer or play untimed.
- After writing words from the Magic Square, players must write sentences using words from the board.

BANG!

P

c-a-t

Hunter College Learning Lab

Target Skills:

- Review of words or numbers for automaticity
- Review of sight words

Materials:

- Container for the word strips
- Strips with one review word on each strip
- Strips with “BANG!” written on it.

Players:

- 2-8

Object of the Game:

- Collect the most words on strips

The Play:

- One player starts and picks a strip from the container and then reads it.
- If read correctly, the player keeps the word. If read incorrectly the player returns the word to the container and the next player has a turn.
- If the player picks the strip BANG! s/he must put back all of his/her collected words.

Variations:

- Player only has to put back only one word if BANG! is chosen.
- Player reads 2 or more words.
- Strips could contain math facts, more than one word and/or word families.

I Have / Do you Have?

P

c-a-t

Adapted from Moose Materials

Target Skills:

- To practice decoding words with a short vowel sound (closed syllable) and a long vowel sound (Silent E syllable)
- Discerning between minimal pairs

Materials:

- Cards with one of the word pair written. Example: note/ note; fin/fine
- Cards found on following page.

Players:

- 2-4 players

Object of the Game: (Similar to Go Fish)

- The winner is the player who gets most pairs. (Pairs are ones such as not/note, rob/robe)

Set-Up:

- The deck is shuffled and each player receives 5 cards.
- The rest of the cards are placed in the middle.

The Play:

- A player begins by asking the player to the left if s/he has the matching set to the duo.
- The player states, "I have the word ____ (tub)____, Do you have the word ____ (tube)____?"
- If the player to the left has the card S/he must give it to the first player. If a match is made, the first player gets to ask any player in the group for another card. The player must say, "I have the word _____ Do you have the word _____".
- If the player who is asked does not have the word, that player says "Go Fish."
- The first player then picks one card from the middle.

Variations:

- Can play with all the cards turned over and players pick 2 cards trying for a match. (Similar to Concentration or Memory)

Can use with math facts. (What adds to ten. "I have the a 6, Do you have a 4?")
(Multiplication: "I have 63, Do you have 9 X 7?") From E. Marzola

Cup....Cake Compounds

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M. Duldner

Target Skills:

- To make compound words by putting two words together

Materials:

- Cup...Cake.. cards

Players:

- 2-4 players

Object of the Game:

- To make the most compound words

Set-Up:

- Three cards are placed face up in the center.
- Players are dealt the rest of the cards.

The Play:

- Players turn all their cards over. The first player tries to make a word using one of his cards and one of the three in the middle. If he does he places the cards to his side. If he can't, he has to give one card to the center.
- Then the next person has a try.

Variations:

“Snatch” (a wilder version)

- Three cards are face up in the middle. The players are dealt the rest of the cards and they are kept face down in a pile. The players turn their first card over and try to make a word. If they make a word they take the two cards and place them on the side. If they can't, they leave the card face up and turn over another one of their cards their pile. At any time another player may snatch a card from his opponent and use it to make a compound word.
- Can also play concentration/memory version.

Syllable Smash

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adapted from Moose Materials

Target Skills:

- Mastery of identification of the 6 syllable types

Materials: (for 2-3 players)

- 60 cards with words from the 6 syllable types (10 of each type)
- 5 cards each with the words REVERSE SMASH and DRAW 2

Players:

- 2-6

Object of the Game: (similar to Uno)

- To be the first player to get rid of all the cards in her/ his hand.

Set-Up:

- Cards are shuffled and 5 cards are dealt to each player.
- The rest of the cards are placed in the middle.
- A player will start a continue in a clockwise manner.

The Play:

- One card is drawn from the middle. It is placed up and will be the starting syllable type.
- The first player looks at his hand and may discard one card and place it in the middle. If he has a matching syllable type, he can discard that card, or he can discard a REVERSE, SMASH, or DRAW 2.
- If he discards a matching syllable type, it is the next player's turn.
- If he plays a REVERSE, his turn is skipped and the person to his left goes.
- If he plays a SMASH, he may call any syllable type. (similar to a wild card)
- If he plays a DRAW 2, the next person must pick up 2 cards from the center and his turn is over.
- If the player does not have any cards to discard he must pick from the middle stack until he can discard.
- When a player discards his second to last card he must call out "SMASH" to let the other players know he has only one card left.
- If the player forgets to call out "SMASH" and the next player in turn discards, any player may call out "SMASH" and the person with one card must pick up 2 from the middle.

Variations:

- Can use fewer syllable types if all 6 are not learned yet.
- Limit amount of cards a player has to pick if he cannot discard.
- Take out REVERSE if only 2 players.
- Player has to state the syllable type as the card is being placed in the center.
- Nonsense words may be used for advanced players
- As players discard, sort the cards in appropriate syllable section, instead of one pile. (E.M.)

MORPH-IT

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Adapted from Paul Johnson *Word Scramble 2*

Target Skills:

- Reinforcing knowledge of word parts- prefix, suffix, and roots
- Creating words using word parts

Materials:

- Morph-It game board
- Morph-It word parts
- Spinner
- Paper and pencil to tally scores

Players:

- 2-4 (with 4 players use 2 game boards and pieces)

Object of the Game:

- To get the most points.

Set-Up:

- Game board is in the center
- Word parts are cut up and placed in 3 separate piles
- Spinner is assembled or spinner sections are cut and put face down into a fourth pile.

The Play:

- The first player spins and follows directions which word part to take. He then places it on the board. The player then follows directions on the outer ring of the spinner.
- The next player follows suit- trying to make a word or just placing the tile in the correct section on the board.
- Points are written down for each turn. There is a running tally and points are added to each word. For example, if a root is placed on the board and worth 4 points, the player is awarded 4 points. If the next player places a 2 point prefix in front of that root the second player is awarded 4 points plus the 2 points for his prefix.
- When play is finished- either by a time restriction or completion of word parts, the players add up their scores.

Variations:

- The outer ring of the spinner does not have to be used.

Additional prefixes: up, by, a

Additional roots: rest, love, mark, work, light, learn, peat, pass, press, vest, stand, pay, quick,
end, speech, vent, spend, teach, state, dent, count, kind, wear, fear

Additional suffixes: al, ant, ent, al, s, or, ness

Don't Be Greedy!

Sarah Hines, Hunter College

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Target Skills:

- practice decoding skills of any recently-taught concept

Materials:

- note cards

Players:

- 2 to 8 students

Object of the Game:

- to collect as many word cards as possible without being too greedy

Set-Up:

- Write targeted words on index cards, as well as some cards that read: "Don't Be Greedy!"
- The number of "Don't Be Greedy!" cards can be anywhere from 1/10 of the deck to 1/4.

The Play:

- The first player draws a card and reads the word and states the concept ("*fish* - digraph /sh/"). She may draw as many cards as she chooses, reading them as above, until:
 - she decides to stop and put the cards in her "safe pile" -- her turn is over.
 - she draws a "Don't Be Greedy!" card, in which case she puts back into the bottom of the deck all the cards she has drawn and read *on that turn* (she keeps all cards in her "safe pile") -- her turn is over.
- If a player draws a "Don't Be Greedy!" card on his or her first turn, he or she may put it back in the bottom of the deck and choose a new card.
- The next players follow the same procedure. Play continues until all the cards in the deck have been read. The teacher may want to occasionally pull out some "Don't Be Greedy!" cards as the size of the deck decreases.
- The winner is the player with the most cards in his or her "safe pile" after all cards have been read.

Variations:

- *Don't Be Greedy!* format can be used for virtually any skill, such as vocabulary and math facts.

Yoink!

Adapted from K. Garnett, Hunter College

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Target Skills:

- exposure to and practice with synonyms to known words
- encourage use of richer, more descriptive words (*jovial* over *nice*, for example)

Materials:

- note cards
- card pockets
 - (can be purchased or made by cutting, folding, and taping construction paper to size to hold note cards)

Players:

- 3 to 8 students

Object of the Game:

- to collect card pockets by matching words to their synonyms

Set-Up:

- On each of 6 to 10 card pockets, write target words.
- On individual note cards, write synonyms to target words (6-8 each).

The Play:

- Stack the note cards in a pile face-down.
- Place the card pockets face-up spread out around the deck.
- On a student's turn:
 - Turns over the top card
 - Reads the word
 - Determines which word it is a synonym of
 - Takes the corresponding pocket and announces, "Yoink!"
 - Puts the card in the pocket and rests the pocket face-up in front of him/her.
- Play continues in a circle, each student grabbing the appropriate pocket for his/her card and saying "Yoink!" Soon, students begin taking pockets from one another instead of from the middle.
 - Pockets change possession frequently -- no pocket "belongs" to a student until the game is over.
- Play until all the cards in the deck are exhausted *or* until a set amount of time has passed.
- The winner is the player with the most pockets in his/her possession at the end of the game.
 - If there is a tie in number of pockets, the two winners count the cards and the winner is the player with the most cards.

Variations:

- The *Yoink!* format can be used for many skills involving categories: parts of speech, math operations, decoding, etc.
- Provide a "cue-card" with a list of all the words used in the game for student who may need it.
- See following *Garnett's Vocabulary Game!* for a more in-depth vocabulary review game.

Garnett's Vocabulary Game

K. Garnett, Hunter College

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Target Skills:

- enrichment of understanding and usage of vocabulary words in a given context

Materials:

- note cards
- card pockets
 - (can be purchased or made by cutting, folding, and taping construction paper to size to hold note cards)

Players:

- 3 to 8 students

Object of the Game:

- to collect card pockets by matching clue cards to the correct vocabulary word

Set-Up:

- On each of 6 to 10 card pockets, write target words.
- For each target word, write between five and eight clue cards.
- The clue cards can be a variety of things, including:
 - definition of target word
 - fill-in-the-blank (usually several different cards of this type)
 - synonym (if applicable)
 - antonym (if applicable)
 - use *word* in a sentence
 - picture card

The Play:

- Stack the note cards in a pile face-down.
- Place the card pockets face-up spread out around the deck.
- On a student's turn:
 - Turns over the top card
 - Reads the clue card
 - Determines which word it matches (using fill-in-the-blank or picture or synonym, etc.)
 - Takes the corresponding pocket and announces, "Yoink!"
 - Puts the card in the pocket and rests the pocket face-up in front of him/her.
- Play continues in a circle, each student grabbing the appropriate pocket for his/her card and saying "Yoink!" Soon, students begin taking pockets from one another instead of from the middle.
 - Pockets change possession frequently -- no pocket "belongs" to a student until the game is over.
- Play until all the cards in the deck are exhausted *or* until a set amount of time has passed.
- The winner is the player with the most pockets in his/her possession at the end of the game.
 - If there is a tie in number of pockets, the two winners count the cards and the winner is the player with the most cards.

Variations:

- Format can be used for many skills. See *Yoink!* game write-up.

Examples of target words and clue cards for a vocabulary game about *weather*.

Lanou 2005

Target Word (connected to "big concept")	Card Type (use these or others)	Clues/Cues (clarity needed; you're NOT trying to confuse, but clarify)
<p>Target word: <u>atmosphere</u></p>	WORD (to define)	atmosphere
	Definition	the layer of gasses around the Earth
	Example	Clouds form out in the _____.
	Example	Lawrence studied the gasses in the ____ to predict the weather.
	Example	You need to know the weather in the ____ if you want to know the weather on the planet.
	Illustration	(graphic of layers)
	*	Use atmosphere in a sentence.
<p>Target word: <u>rain</u></p>	WORD (to define)	rain
	Definition	water droplets that fall from clouds
	Example	After the _____, there are puddles on the sidewalk.
	Example	In the summer, when clouds become to full of moisture, they release _____.
	Example	I can't play outside when there's ____ because it's too wet.
	Illustration	(rain graphic)
	*	Use rain in a sentence.
<p>Target word: <u>snow</u></p>	WORD (to define)	snow
	Definition	frozen water crystals that fall from clouds
	Example	In the winter time, _____ falls from the sky.
	Example	I love to play in the _____, even though it's so cold.
	Example	When it's too cold to rain, instead _____ falls from clouds.
	Illustration	(snow graphic)
	*	Use snow in a sentence.
<p>Target word: <u>water cycle</u></p>	WORD (to define)	water cycle
	Definition	the process of water falling to the Earth and returning to the atmosphere
	Example	Because of the _____, puddles on the street evaporate.
	Example	Dawn looked at a chart of the ____ and discovered that water seems to travel in a circle.
	Example	If you leave a glass of water out for a couple days, the water disappears - that's because of the _____.
	Illustration	(graphic of water cycle)
	*	Use water cycle in a sentence.
<p>Target word: <u>thermometer</u></p>	WORD (to define)	thermometer
	Definition	a tool to measure how hot or cold it is
	Example	It is really cold today - the _____ said it was 31°.
	Example	Sammy read the _____ and realized he needed a heavy jacket.
	Example	On a _____, the red line goes up as it gets hotter.
	Illustration	(thermometer graphic)
	*	Use thermometer in a sentence.
<p>Target word: <u>temperature</u></p>	WORD (to define)	temperature
	Definition	the measure of how hot or cold it is
	Example	"It looks freezing out -- I wonder what the _____ is."
	Example	The ____ is usually very hot in the summer.
	Example	Juan read the thermometer to figure out the _____.
	Illustration	(graphic of different temperatures)
	*	Use temperature in a sentence.

Vocabulary Story-Telling

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Target Skills:

- appropriate usage of vocabulary words in sentences
- appropriate usage of vocabulary words in a determined context
- support of understanding of story elements

Materials:

- notecards
- dry erase board and marker
- timer

Players:

- 4 to 10 students

Object of the Game:

- a cooperative game: to keep a story going as a group for as long as possible

Set-Up:

- Write previously-taught vocabulary words on index cards.
- Students and teacher sit in a circle with the stack of cards face down in the middle. The teacher should have the dry erase board and timer.

The Play:

- Begin by choosing a student to determine who the main character is going to be in the story, and another to determine the setting. Write these on the dry erase board as a reminder to refer to.
- Start the timer and have the first student in a circle flip over the first card. This student must use the vocabulary word in a sentence *and* begin a story about the determined character and setting.
- The next student in the circle flips a card and keeps the story going, using that word in a new sentence.
- Continue to play until a word is used incorrectly or the story no longer makes sense (teacher's decision). At that point, stop the timer and record your group's score.
- Play this game on a regular basis and record and try to beat your best score.

Variations:

- Provide prompts to help students who may have difficulty beginning the story (eg. "Character was a _____ kid, who ...")
- Instead of correct usage and story continuity being up to the teacher, the group of students can vote by thumbs up/ thumbs down after each student's turn.
- Instead of timing the story-telling, make a tally for each correct word used and track that way.

Vocabowling

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Target Skills:

- appropriate usage of vocabulary words in sentences

Materials:

- 4" X 6" notecards
- a soft ball (Nerf-sized)

Players:

- 3 to 5 students

Object of the Game:

- to collect the most bowling "pins" by knocking them down and using words in sentences

Set-Up:

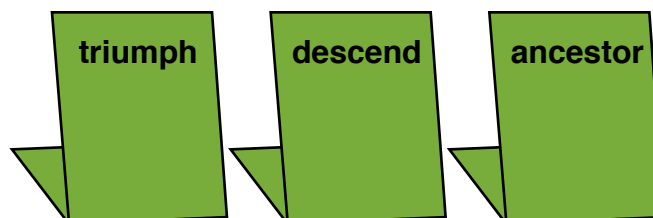
- Holding notecards vertically, fold the bottom third of the cards back. Crease, then unfold partially.
- Write at least 20 previously-taught vocabulary words on top front of folded back card (see image below).
- Clear a large area of the floor, and arrange cards, standing up, in a bowling pin formation (a triangle of rows of either 4-3-2-1 or just 3-2-1).

The Play:

- Students stand about 10 feet back from the card set-up.
- Student "bowl" ball to try to knock over as many notecards as possible.
- Student picks up all knocked-over cards and must make one sentence using the vocabulary word on the card for each card.
- If the student successfully makes a sentence s/he puts the card in his/her pile. If the word is used inappropriately, the card is returned to the floor.
- Set up extra vocab notecards in place of those knocked over, and the next player takes his/her turn.
- The winner is the player who has collected the most cards when all cards have been collected or the designated amount of time has passed.

Variations:

- Students can be required to write sentences down.
- Students can use the vocabulary words together in one sentence, as opposed to several sentences.
- Bowling format can be used with many skills (eg. reading sight words or decodable words, math facts, etc.).



QAR Jeopardy

RC



Target Skills:

- To reinforce reading comprehension with the QAR (Question-Answer Relationship) question types. (See attachment on following page for background on QAR.)

Materials:

- Poster board, word chart, or powerpoint
<http://www.elainefitzgerald.com/JeopardyI Template.ppt>
- Index cards
- A marker

Players:

- 2 to 6 students, possibly in teams

Object of the Game:

- to get the most number of points/money

The Play:

- Divide the group into two teams
- One player chooses a category and a dollar amount
- Teacher turns card over and asks the student a question
- If the student is correct, the team earns the money amount
- The player from the other team plays
- Every player must take a turn
- Game ends when each question is answered
- Count money to determine winner

Variations:

- Jeopardy format can be used for a variety of skills.

Sample QAR Jeopardy questions:

Right There	Author and You	Think and Search	On My Own
100 Where did Grandmother live?	100 Why would Red Riding Hood's mother be concerned about her straying from the path?	100 Why does the wolf speak to Red Riding Hood?	100 Why should children follow their parents' directions?
200 What did the wolf do to Red Riding Hood's Grandmother?	200 How would you describe Red Riding Hood's personality?	200 Why did Red Riding Hood stray from the path?	200 Have you ever done something that you were forbidden to do?

QAR (Raphael 1982) is a method for enhancing students' ability to answer comprehension questions.

- Based on the notion that a three-way relationship exists among the question, the text to which it refers, and the reader's prior knowledge (Pearson & Johnson, 1978)
- If the students understand the difference between the sources of information for answering questions (in the text or in my head), they are on the way of becoming efficient, strategic readers (Templeton, 1997).

Before Grade 2, use only two categories

- In the book (e.g. "Show it to me in the book")
- In my head (e.g. "How do you know that?" "It's in my head")

After Grade 2, four categories are suggested

- Right there (text explicit)
- Think and search (text implicit, putting it together from different places)
- Author and you (from the text and background)
- On my own (you could answer the question yourself)

Adapted from:

Honig, B., Diamond, L., & Gutlohn, L. (2000). *Teaching Reading Source Book*. Novato: Arena Press

Comprehension Cube Activity

RC



Target Skills:

- to use Bloom's Taxonomy (Anderson's Revised Taxonomy) to support comprehension of text (narrative or expository) in a cooperative learning group

Materials:

- cube template
- reading material

Players:

- 2 to 6 students

Object of the Game:

- to correctly answer varying levels of reading comprehension questions

The Play:

- Copy cubing template with different questions or commands (see attached example)
- Model the cubing process through read-aloud and think-aloud.
- Group students in small groups. Distribute one cube to each group.
- (Differentiated questions and tasks can be put on each cube. Assign students to tables with cubes that match their specific needs and abilities.)
- Each student rolls the cube and answers the question or executes the task.

Variations:

- Give advanced students additional categories analyzing: synthesis; evaluation
 - Color-code the cubes according to student level
-

Question/Task types:

- Remembering (Knowledge)
 - Recall specific information from what you read
 - You can get the information right from the text
- Understanding (Comprehension)
 - Understand, or make sense of the information. It is not right there.
- Applying (Application)
 - Converting of abstract content to concrete situations

* additional options: analyzing (analysis), synthesis (evaluating), evaluation (creating)

sample cube

remember

What did Goldilocks's mother tell her not to do?

apply

Draw a picture of what the bears' house looked like.

understand

Why didn't Goldilocks's mother want her to go to the forest?

apply

Show through action how Goldilocks sat in the chairs, ate the porridge, etc.

remember

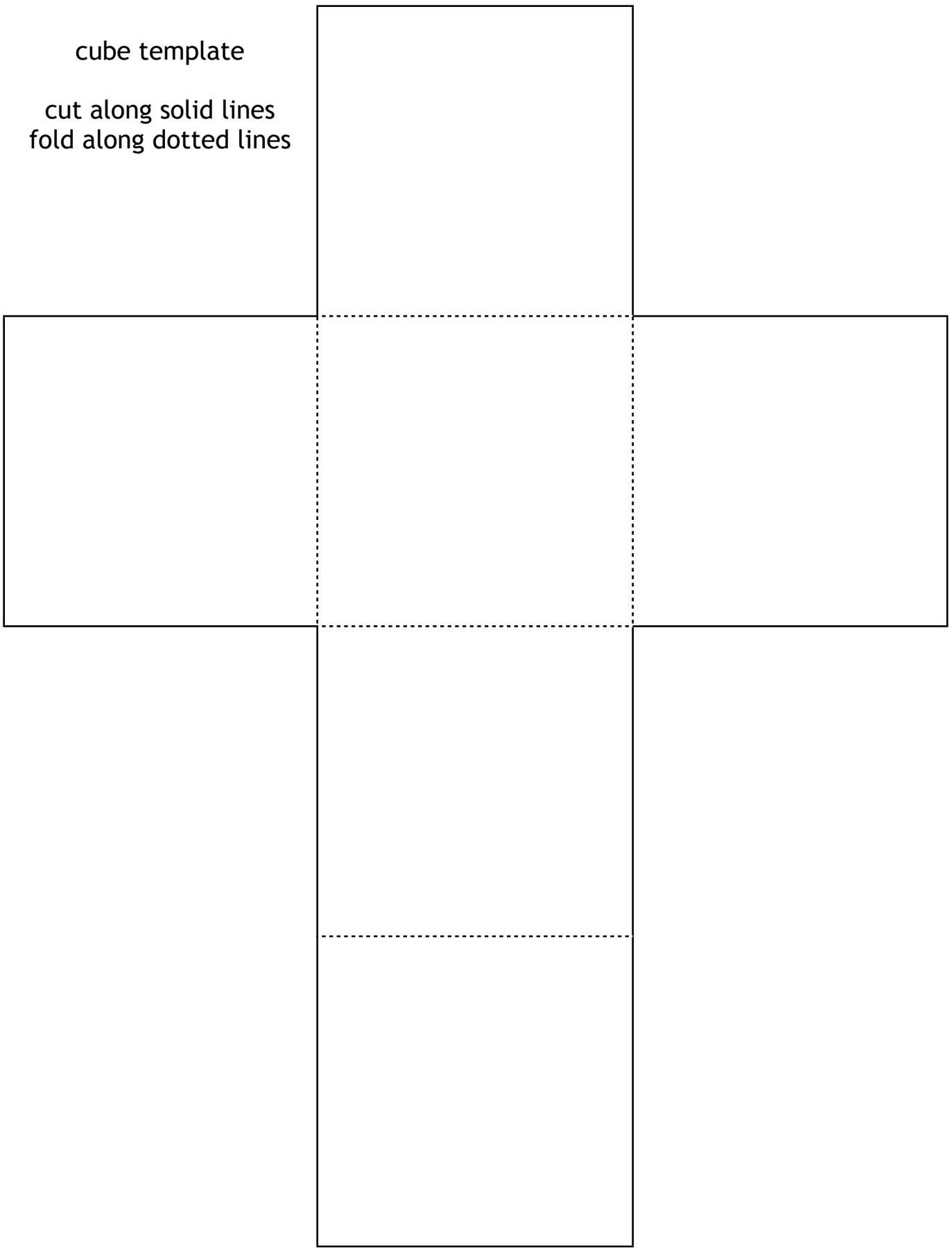
What did Goldilocks eat at the bears' house?

understand

Why were the bears upset with Goldilocks?

cube template

cut along solid lines
fold along dotted lines



Focus

M. Love, 24 Reading Comprehension Games

RC



Target Skills:

- to find the main idea, or topic, of sentence groups

Materials:

- topic cards
- sentence cards (two identical sets)

Players:

- 2 or 4 students

Object of the Game:

- to be the first to make a correct “book”

The Play:

- One Topic Card and five Sentence Cards are dealt out to each player.
- The remaining sentence cards are placed in a pile face-down with one turned face-up for the discard pile.
- Each player in turn draws a Sentence Card. If the Sentence Card matches (pertains to the main idea of) his Topic Card, she keeps it and discards another of his cards face-up. If the Sentence Card is not a match, the player discards it face-up.
- Each player in turn may draw the top discard or the next card in the Sentence Card pile.
- Play continues until a player has a book of five Sentence Cards that match her Topic Card. When a player has a book, she calls out “Focus!” and lays her cards face-up for the other players to check.
- If a player calls “Focus!” but has an incorrect book (with one or more cards that do not pertain to her Topic Card), she loses the game.
- The winner is the first player who has a correct book.

Resources for Reading Games for the Fab 5

NYB International Dyslexia Conference
March 17, 2009

Marianne Duldner, Laura Cunningham-Barrett,
Emerald Garvey & Aaron Lanou

Phonemic Awareness

Adams, M.J., *Phonemic Awareness in Young Children*

Bear, D. *Words Their Way*

Bishop, A., Yopp, R.H. & Yopp, H.K. *Ready For Reading: A Handbook for Parents of Preschoolers*

Blevins, W. *Phonemic Awareness Activities for Early Reading Success*

Cunningham, P. *Phonics They Use*

Gillon, G. *Phonological Awareness: from research to practice*

Goodman, L. & Meyers, L. *Word Play*

Greene, J. *Sounds and Letters for Readers and Spellers: phoneme awareness drills for teachers and S/L pathologists*

Kaye, P. *Games For Reading*

National Institute of Child Health and Human Development. (2000). Report of the National Reading Panel. *Teaching children to read: An evidence-based assessment of the scientific research literature on reading and its implications for reading instructions* (NIH) Publication No. 00-4769). Washington, DC: U.S.

Government Printing Office.

The Sounds Abound Program

Scholastic Rhyming Dictionary

Zgonc, Y. *Sounds in Action: Phonological Awareness and Assessment*

Phonics/Fluency

Adams, M.J., Beeler, T., Foorman, B.R., & Lundburg, I. (1998). *Phonemic Awareness in Young Children*. Baltimore, MD. Paul H. Brookes Publishing Co.

Bear, D.R., Invernizzi, M., Templeton, S., & Johnston, F. (2008). *Words Their Way Word Study for Phonics, Vocabulary, and Spelling Instruction*. New Jersey: Pearson Prentice Hall.

Traub, N. (2005). *Recipe for Reading*. Cambridge, MA: Educators Publishing Service.

Reading Comprehension

Love, M. (1977). *Twenty Reading Comprehension Games*. Blackline Masters Reproducible Prints, Fearon Teacher AIDS, Belmont, California.

Web Sites

Chris Biffle

<http://homepage.mac.com/chrisbiffle/Personal17.html>

<http://www.powerteachers.org>

<http://www.youtube.com/ChrisBiffle>

Lakeshore:

<http://www.lakeshorelearning.com>

LinguiSystems:

<http://www.linguisystems.com>

Moose Materials:

<http://www.moosematerials.com>

Unifix Cubes:

<http://www.didax.com/unifix>

Game Templates:

<http://facstaff.uww.edu/jonesd/games/index.html>

<http://teach.fcps.net/trt10/PowerPoint.htm>

<http://www.elainefitzgerald.com/Jeopardy1Template.ppt>