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# How to Use This Book

## Selecting Activities and Games

The activities and games in this book are divided into six sections: **Rhyming and Syllabication**, **Sound Matching**, **Sound Isolation**, **Sound Blending**, **Sound Segmentation**, and **Sound Manipulation**. See the table of contents for specific page numbers on which each section begins. The games and activities are presented in the order of acquisition for children. Most students will benefit by practicing the skills in the order presented in this book. Begin by reviewing the activities and games according to the skill you desire; however, do not be limited by the sections. Many of the activities and games in this book can be adapted to address other skills. For example, the activity "Sorting Bags" is in the Sound Matching section of the book; however, the activity can easily be adapted to allow students to practice sound segmentation. Some suggestions for adaptations are provided for each game.



## Preparation and Storage

The materials needed for each activity or game are listed on the teacher-direction pages. Specific patterns or game boards that may be needed are on the pages following the teacher directions. The patterns can be photocopied in black and white from this book and then colored by hand, or they can be **printed in full color from the interactive whiteboard-compatible Teacher Resource CD**. Glue the pieces to construction paper or thin cardboard to create more durable pieces. Consider laminating all the pieces for durability, too. Enlarging the patterns and game boards is another option you may wish to consider. Use a copy machine with an enlarge option or copy the pattern onto a transparency. Place the transparency on an overhead projector and trace the image onto a piece of poster board.

A 9" x 12" (23 cm x 30 cm) manila envelope with a clasp works well to store most of the pieces needed for each game. You may want to create an envelope for each game in order to keep the pieces organized and easy to access. Be sure to clearly label each envelope with the name of the game. Once the materials needed to play the game are gathered and the game pieces created, preparation for the activities and games is minimal. Consider photocopying the teacher-direction page and cutting out the "Activity Procedure." Glue these to the front of the manila envelope. These directions tell how to do the activity or to play the game. The envelope can then be handed to a parent volunteer or classroom aide with minimal verbal directions because everything needed is contained within the envelope.

# How to Use This Book (cont.)

## Introducing the Activities and Games

Even though many of the games are designed for a small group, you may wish to introduce the activities and games in a whole-class setting. You may have to select a few students to help you demonstrate how to do the activity or play the game, or you may be able to modify the activity slightly in order to accommodate the whole class. An overhead projector, document camera, or interactive whiteboard are other methods of introducing an activity or game to the whole class. Photocopy necessary patterns onto transparencies, which can then be projected on a screen for the whole class to see. Finally, the activities and games can be introduced in a small group. Be sure to consistently describe and play the game with each group so that when the children play the game independently they will play by the same rules. The specific needs of your class and the particular activity will help you decide which method of introduction is the best one for your students.

It is useful to remind students each time an activity or game is introduced or played that the purpose is to practice reading, not to see who can win. Everyone wins if letters, sounds, and sight words are learned and practiced in a fun way. You may wish to make it a policy that all students get a sticker, kudos from the teacher, or other small prizes if they participate in the activity or game. This reinforces the fact that everyone is a winner when he or she practices reading.

## Parent Volunteers and Classroom Aides

Utilize parent volunteers and classroom aides to assist you in preparing the materials in this

book. Often, parents who are unable to volunteer in the classroom are willing to assist in coloring or assembling materials that are sent home. Be sure to provide specific directions and all of the materials necessary for the volunteers to complete the task correctly. Providing volunteers with a "return by [date]" slip also helps you get the materials back in a timely manner.

Parent volunteers, classroom aides, and cross-age tutors are excellent resources to monitor small groups as they play games. Provide any game monitors with directions on how the activity is to be done or how the games are to be played. Remind the monitors that the purpose of the activity or game is to practice reading.

## Who Goes First?

Who goes first? This is probably one of the most hotly contested questions when children play games. You will want to have this question answered prior to introducing an activity or game to the students. You may wish to have a set procedure for all the activities and games that can be used for determining who goes first, or you may wish to select a different procedure for each activity and game. Either way, having the procedure established will eliminate many arguments. Some suggestions for determining who goes first are:

- Roll a die.
- Draw straws.
- Pull numbers out of a hat or other container.
- Flip a coin.
- Play rock, paper, scissors.
- Choose the person wearing the most items of clothing of a selected color.
- Have the youngest/oldest go first.
- Have ladies/gentlemen go first.

# Higglety Pigglety Pop

**Skill:**

Rhyming

**Suggested Group Size:**

Whole class or small group

**Activity Overview:**

Students will create rhyming patterns to use in a nursery rhyme.

**Materials:**

- "Higglety Pigglety Pop" (page 20)
- "Make-a-New-Rhyme Cards" (page 21)



## Activity Preparation

1. Photocopy "Higglety Pigglety Pop" onto cardstock paper (or print copies from the CD).
2. Color the illustrations around the nursery rhyme and laminate for durability, if desired.
3. Photocopy "Make-a-New-Rhyme Cards" onto cardstock paper (or print copies from the CD).
4. Color and cut apart the cards.
5. Laminate the cards for durability, if desired.

# Activity Procedure

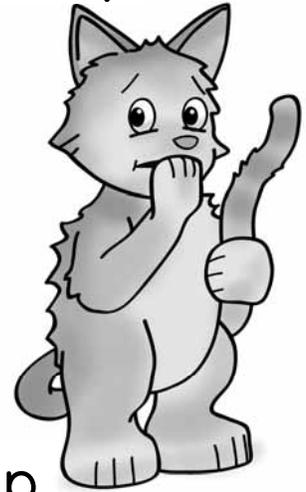
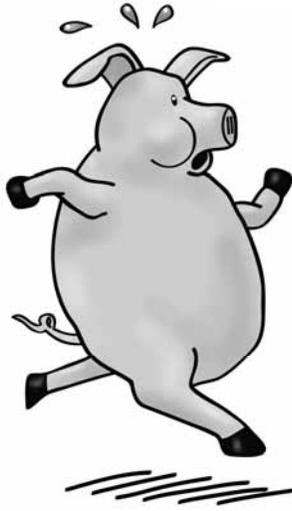
1. Read "Higglety Pigglety Pop" slowly with the students several times.
2. Then, tell the students that on the next reading they are to clap their hands when they hear a rhyme. (For example, pop-mop, hurry-flurry.)
3. Explain to the students that you are now going to read the poem again. But this time you will use one of the rhyme cards to change the ending sounds to create a new rhyming pattern. For example, use the "Make-a-New-Rhyme Card" *-ug* and the rhyme becomes "Higglety, pigglety, pug, the dog has eaten the bug; the pig's in a hug, the cat's in a flug, higglety, pigglety, pug."
4. Allow the students to practice the new rhyming patterns by stopping the reading before you get to the ending sound, allowing the students to complete the rhyme pattern.
5. Continue with other "Make-a-New-Rhyme Cards." Shuffle the cards as necessary.

## Adaptations

- Ask the students to suggest other things that the dog could have eaten to make even more fun rhymes.
- Using the "Make-a-New-Rhyme Cards," ask the students to say as many words as they can that end the same way.
- Ask the students to read (recite) their favorite version of the poem, pointing to the words as they read.



# Higglety Pigglety Pop



Higglety, pigglety, pop,  
The dog has eaten the mop;  
The pig's in a hurry,  
The cat's in a flurry,  
Higglety, pigglety, pop.



# Make-a-New-Rhyme Cards

-ap

-en

-ill

-ug

-est

-ock