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How to Use This Book

Selecting Activities and Games

The activities and games in this book are divided into four sections: **Identifying Letters**, **Letter and Sound Associations**, **Sight Words**, and **Forming Sentences**. See the table of contents for specific page numbers on which each section begins. Begin by reviewing the activities and games according to the skill you want; however, do not be limited by the sections. Many of the activities and games in this book can be adapted to any of the skills listed. For example, the activity “Cookie Letters” is in the Identifying Letters section of the book; however, the activity can easily be adapted to have students practice sight words. Some suggestions for adaptations are provided at the bottom of each teacher-direction page.



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. This is especially helpful for the game boards. 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 Procedures.” 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 be handed to a parent volunteer or classroom aide. Minimal verbal directions will be needed because everything 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 to which you introduce it. When the children play the game independent of teacher supervision, you will want them all to play by the same rules. Consider your class and the particular activity to decide the best method of introduction 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 everyone gets 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 directions

and all of the materials necessary for the volunteers to complete the task. Providing 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 for monitoring small groups as they play games. Provide 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 listed below.

- 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.
- Select the youngest/oldest.
- Have ladies/gentlemen go first.
- Have students play in alphabetical or reverse alphabetical order.

Blend Detective



Activity Preparation

Skill:

Making letter-sound associations

Suggested Group Size:

2–5 students

Activity Overview:

Students match initial blends to pictures.

Materials:

- "Blend Detective" (pages 72–73)
- "Initial Blend Cards" (pages 74–75)

1. Photocopy "Blend Detective" and "Initial Blend Cards" onto cardstock paper (or print colored copies from the CD).
2. Attach the two game board pages together on the glue tab to create one large game board.
3. Color the pictures on the game mat.
4. Cut out the blend cards.
5. Laminate the game board and blend cards for durability.

Activity Procedure

1. Place the game board in a central location.
2. Place blend cards facedown in a stack in a central location.
3. Tell the students to think about how each picture sounds at the beginning of the word. Point to the pictures on the game board as students name the pictures.
4. Have a student take the top card off the stack of cards and say the sounds in the blend.
5. Have the student find a picture on the game mat with the corresponding initial blend. He or she can place the blend card on top of the picture.
6. Have other students take turns selecting a card and follow the same procedure.

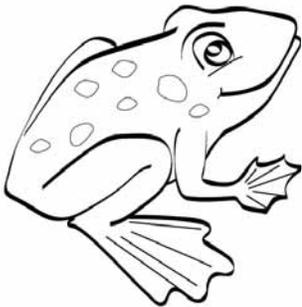
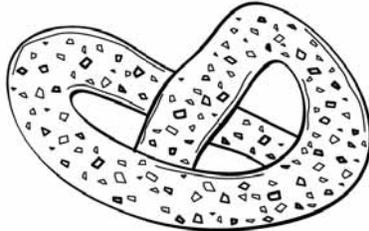
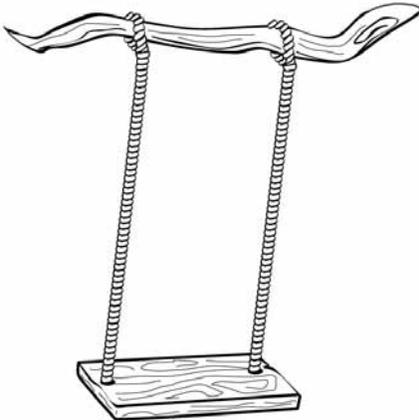


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Adaptations

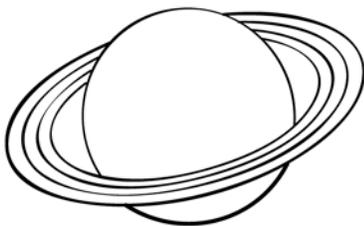
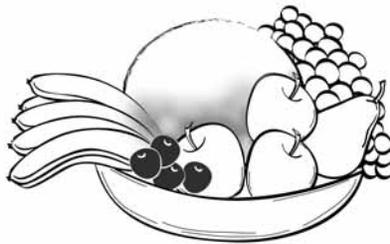
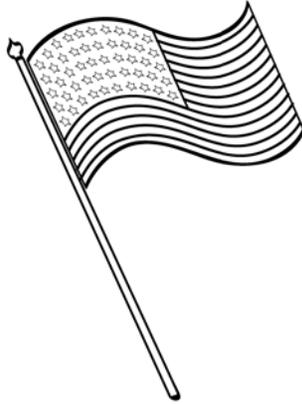
- Have students name other words or items that begin with the same initial blends.
- Have students select a picture, draw it on paper, and write as many letters as they can to name the picture.
- Place on the table actual items represented in the cards and have students determine the initial blends.

Blend Detective



Glue Tab

Blend Detective (cont.)



Initial Blend Cards

br

sw

gl

sl

pr

fr

cl

bl

st

Initial Blend Cards (cont.)

sk

fl

dr

gr

fr

cr

pl

tr

sp