

Instructions For Games

This file contains instructions for the games listed on this page. The games are designed to be used with the January 2014 versions of the Sound City Reading books.

The instruction sheets are roughly in order from easiest to most challenging. The first games are for students who are learning the alphabet. The next games are for students learning short vowel words. The following games are for students who are learning the basic phonogram patterns. The last games are for students studying advanced phonogram patterns.

You can browse through these instructions to see which games you want to use. Download this instruction file, then download the game files from the links on this page. When you make a game, print the instructions from this file to keep with the game. To organize each game, store the folded game board, game pieces, and instruction sheet in a pocket folder.

There are also identification cards following each set of instructions. Print these on cardstock and cut them apart on the lines. The cards can be used as labels when storing the games. You can tape or glue the cards to the front of envelopes in which you store the game pieces. Or you can put the card and game pieces into a clear plastic bag. This will save time since you won't have to write the information by hand. If an envelope or bag is misplaced, it will be easy to return it to the correct folder.

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The Dragon Game


To Use With Phonics Patterns 1-8

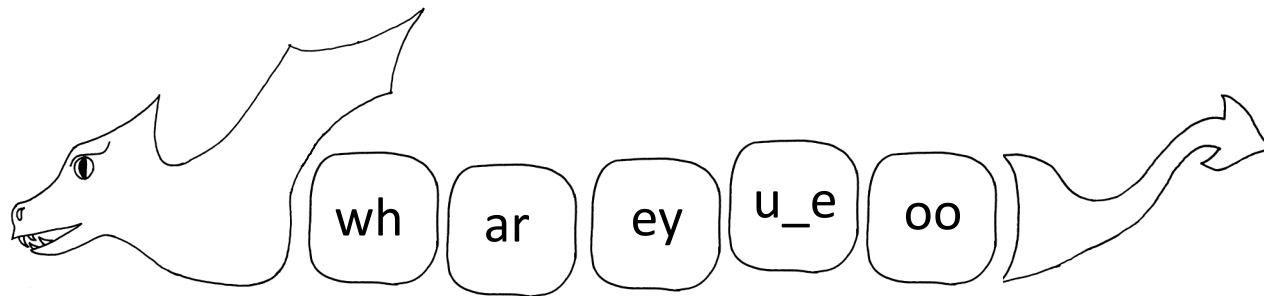
Overview: Students review all of the phonogram patterns that have been taught.

To prepare the activity: Print the pages on green card stock. Laminate all pages if desired for extra wear. Cut apart the dragon heads, tails, and body pieces. Each body section shows a letter pattern to be practiced. There is one piece for each letter pattern taught in books one through eight. Store the pieces that have been taught in a manila envelope or plastic bag labeled *GAME PIECES*. Store the pieces that haven't been taught in a separate envelope labeled *EXTRA PIECES*. As new patterns are taught, move those pieces from the extra pieces envelope into game pieces envelope.

NOTE: If the dragon heads are too scary for younger students, use the caterpillar heads from the caterpillar game instead.

Set up: Spread out all of the body pieces face down on a table. Each student takes one head and one tail. Students sit in a circle around the dragon pieces.

To do the activity: Students take turns picking a body section and giving the sound for the letter pattern shown on the section. If the pattern has more than one sound, the student must give each sound that has been taught. If correct, the student places the section on his dragon's body, behind the head and wing. If incorrect, the piece must be put back on the table face down. As the student accumulates more pieces, they are placed in a row to make a longer and longer dragon body. The tail stays to the right of the last piece placed. If the student picks a piece with this symbol  he or she immediately takes an extra turn. When all of the pieces have been collected, students count the number of body sections on their dragon. The student with the most pieces wins.



Alphabet Lotto

In this activity, students match letter pieces to an alphabet board. This is the easiest alphabet activity for students who are beginning to learn letters and sounds. It can be used with the *Learning The Alphabet* and *Exploring Sounds In Words* books. Read through part one of the sound story before playing the game so that students will be familiar with each sound picture and its sound. It is not necessary to formally teach every letter before playing the game. Even if they don't yet recognize all the letters or remember the sounds, students can still participate. It is important for the teacher or parent to play the game with students to model the correct sound for each piece as needed.

There are three different boards.

- Capital and lower case letters - The matching pieces have a blue background.
- Capital letters only - The matching pieces have a pink background.
- Lower case letters only - The matching pieces have a green background.

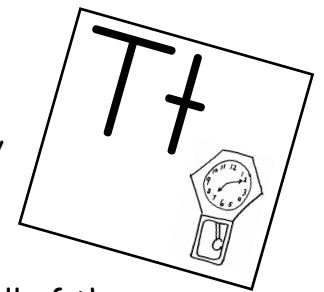
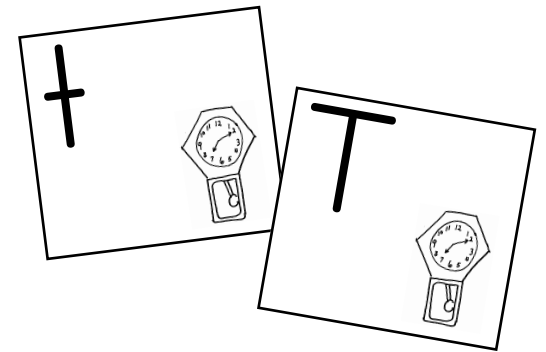
Each letter on the board is shown with the matching sound picture from the sound story, to reinforce the letter sounds. The letter pieces also have the related sound picture. The game materials can be printed from www.soundcityreading.com.

To prepare the activity: Laminate the alphabet pages and letter pieces if desired for extra wear. Tape the two pages that form each alphabet board together along the center line so that they will fold. Cut out each set of letter pieces and store in separate envelopes or plastic bags.

Selecting The Pieces: Choose the board and set of pieces you want to use.

Setting up the game: Place the pieces face up beside the alphabet board. One or more students may play the game.

To do the activity: Students take turns choosing a letter piece, looking for the same letter on the board, and covering the letter on the board with the matching piece. Students must look carefully at all of the letters on the board to find the one that matches their piece. If they cannot find the matching letter, the teacher should give hints until it is found. Students should say the sound for each letter as it is placed. If a student doesn't know the sound, the teacher should say the sound and have the student repeat. The game is finished when all of the letters have been placed.



Alphabet Lotto

Set 1: Capital And Lower Case Letters

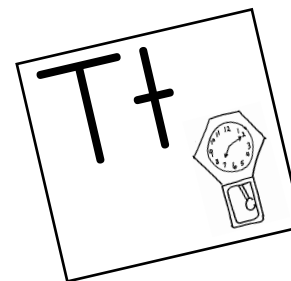
Set 2: Capital Letters

Set 3: Lower Case Letters

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Alphabet Lotto

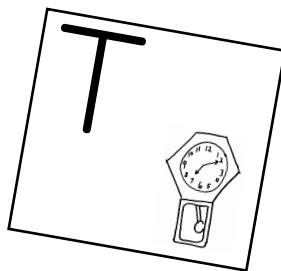
Capital and Lower Case Letters



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Alphabet Lotto

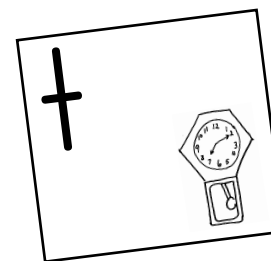
Capital Letters



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Alphabet Lotto

Lower Case Letters



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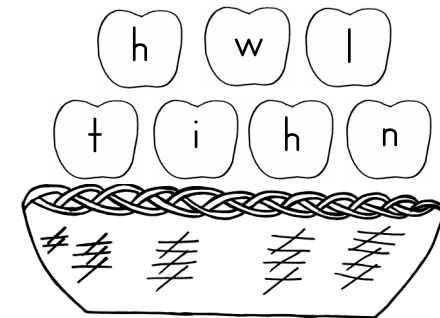
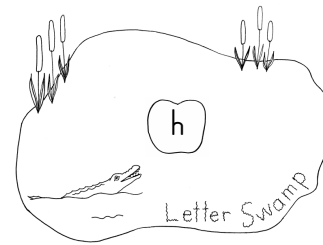
© 2014 by Kathryn J. Davis

The Apple Alphabet Game

This game provides practice to help students recognize the lower case letters and remember their sounds.

To prepare the activity: Print the apples on red cardstock. Print the baskets on tan cardstock. Laminate all pages if desired for extra wear. Cut out the apples and store each set in an envelope or plastic bag. Cut out the baskets and store in a large envelope, pocket folder, or plastic bag. There are four set of letters to use while learning the alphabet. These sets match the sequence in which the letters are introduced in *Learning The Alphabet* and *Advanced Learning The Alphabet*. There is a fifth set which is a review of all the alphabet letters.

- 1) t i h l n w
- 2) u b m r f x and review letters
- 3) e s j o c d and review letters
- 4) a v g p k y q z and review letters
- 5) all of the letters



Selecting The Pieces: Choose a set with letters that have already been taught. There are a number of apples for each letter, providing the repetition needed for students to remember any letters that may initially cause them trouble.

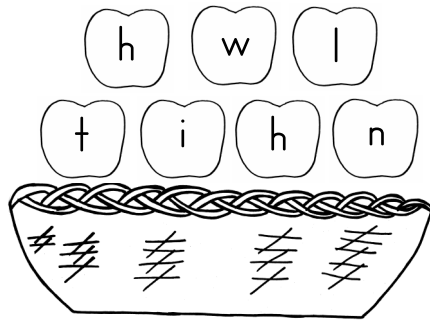
Setting up the game: Spread out the selected apples face down on the table. Give one basket to each student. Students sit in a circle around the apples.

To do the activity: Students take turns picking an apple and giving the sound for the letter shown (not the letter name). If correct, the student places the apple just above his basket, so that it looks like it is in the basket. If incorrect, the apple must be put back on the table face down. As the student accumulates more apples, they are placed in one or more rows above the basket. When all of the apples have been collected, each student counts the number of apples in his or her basket. The student with the most apples wins.

Variation: If a student picks a letter and cannot give the correct sound, the letter must be put into the letter swamp. The alligator gets to eat it.

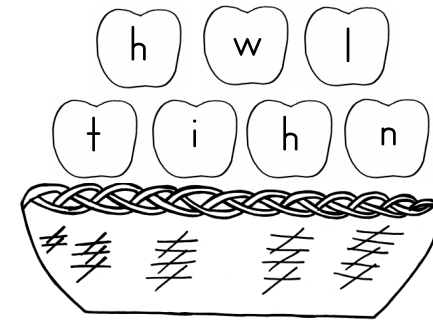
Apple Alphabet 1

t i h l n w



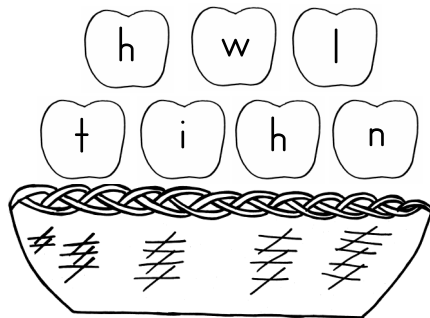
Apple Alphabet 2

u b m r f x



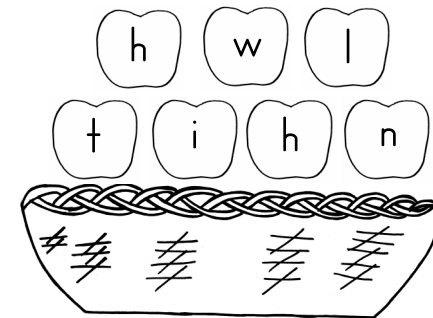
Apple Alphabet 3

e s j o c d



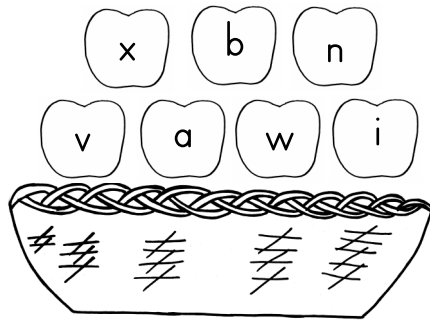
Apple Alphabet 4

a v g p k y q z



Apple Alphabet 5

All Letters



Apple Concentration - Capital and Lower Case Letters

This game provides practice to help students remember the capital and lower case letters. It is designed to use with the *Learning The Alphabet* and *Advanced Learning The Alphabet* books. In these books, the letters are introduced in the same sequence as they appear in the sound story.

To prepare the activity: Laminate all pages if desired for extra wear. Cut out the apples and store each set in an envelope or plastic bag. (Just cut into squares. You don't have to cut around each apple.) There are four different sets of apples. Use Set 1 after you teach the first six letters, Set 2 after you teach the next six letters, and so on. To make it easier to play the game, print the capital letters on green cardstock and the lower case letters on red cardstock.

Set 1 includes the letters T I H L N W T I H L N W t i h l n w t i h l n w

Set 2 includes the letters T I H L N W U B M R F X t i h l n w u b m r f x

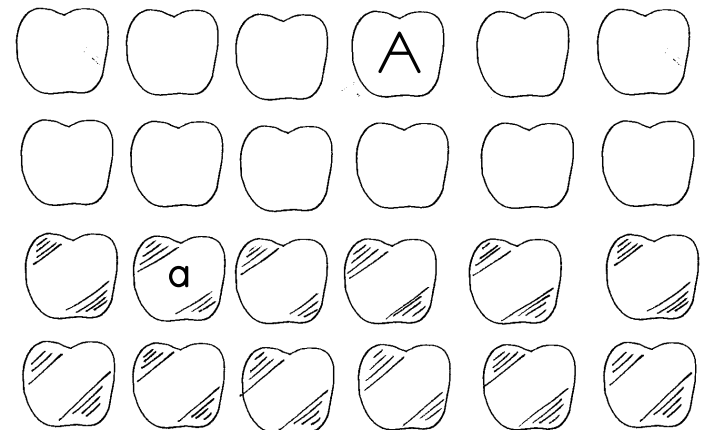
Set 3 includes the letters U B M R F X E S J O C D u b m r f x e s j o c d

Set 4 includes the letters J O C D A V G P K Y Q Z j o c d a v g p k y q z

Selecting The Pieces: The teacher should choose a set to work on after all the letters in that set have been introduced. If there are too many apples for students to work with comfortably, set some aside and work with fewer apples until students become more confident.

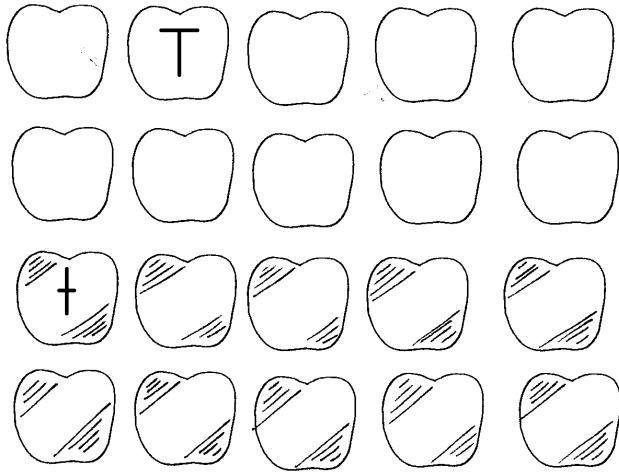
Setting up the game: Place the apples in several rows face down on the table. Choose an amount that will be comfortable for the students to work with, just a few for beginners, and more for students who have had more practice. You will be using two different colors of apples. Line up one color on the top rows and the other color on the bottom rows. When trying to find a match, students will turn over one apple of each color. Have an alphabet chart with letters and sound pictures close by, for students to use as a reference if they cannot remember a letter sound.

To do the activity: Students take turns turning over two apples at a time, one red and one green. The student should say the sound for each letter. The student may look at the alphabet chart if necessary. If the items match, and the student can give the sounds correctly, he or she may pick up both apples and keep them in a stack. If the apples don't match, or the sounds are incorrect, the apples must be kept in place and turned face down again. When all of the apples have been collected, each student counts the number of apples in his or her pile. The student with the most apples wins.



Apple Concentration 1

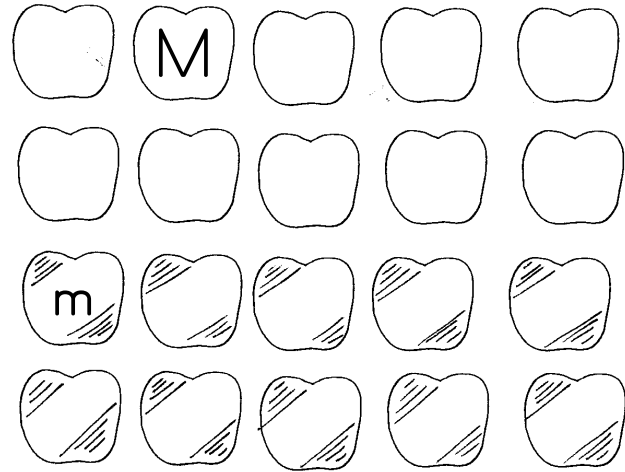
TIHLNW tihlnw



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Apple Concentration 2

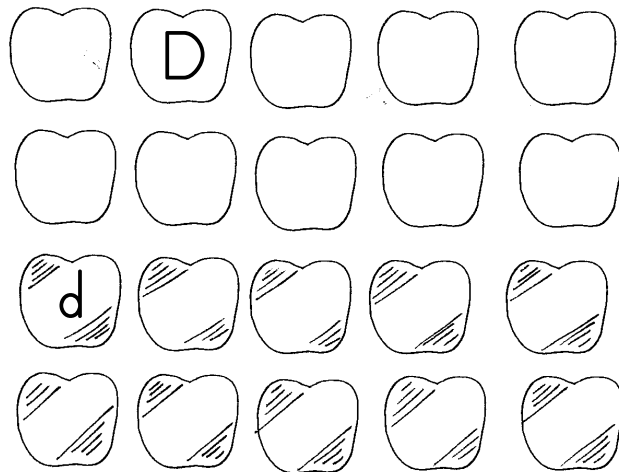
UBMRFX ubmrfx



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Apple Concentration 3

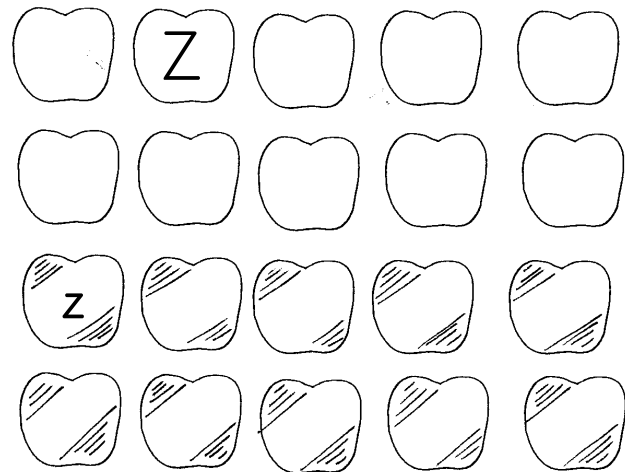
ESJ OCD esjocd



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Apple Concentration 4

AVGPKY QuZ avgpk yquz



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Apple Concentration - Letters and Pictures

This game provides practice to help students remember the capital and lower case letters. It is designed to use with the *Learning The Alphabet* and *Advanced Learning The Alphabet* books. In these books, the letters are introduced in the same sequence as they appear in the sound story.

To prepare the activity: Laminate all pages if desired for extra wear. Cut out the apples and store each set in an envelope or plastic bag. (Just cut into squares. You don't have to cut around each apple.) There are four different sets of apples. Use Set 1 after you teach the first six letters, Set 2 after you teach the next six letters, and so on. To make it easier to play the game, print the letters on red cardstock and the pictures on yellow cardstock.

Set 1 includes the letters t i h l n w t i h l n w

Set 2 includes the letters t i h l n w u b m r f x

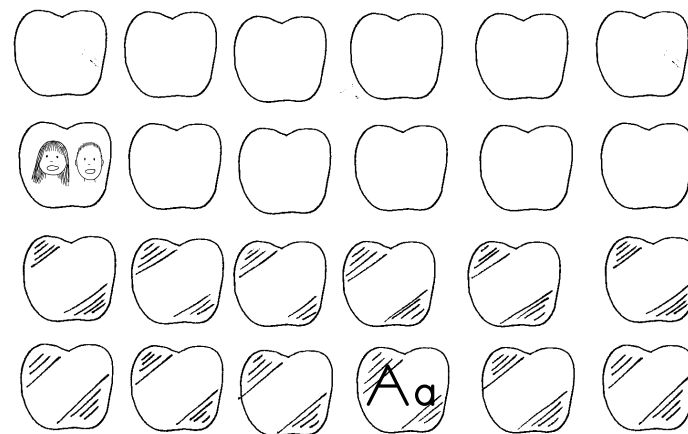
Set 3 includes the letters u b m r f x e s j o c d

Set 4 includes the letters j o c d a v g p k y q z

Selecting The Pieces: The teacher should choose a set to work on after all the letters in that set have been introduced. If there are too many apples for students to work with comfortably, set some aside and work with fewer apples until students become more confident.

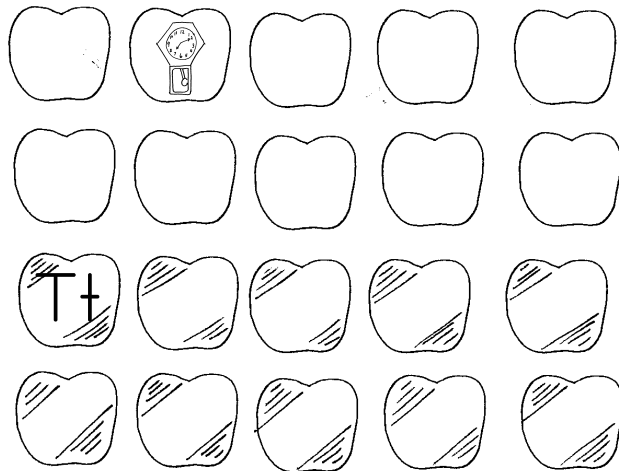
Setting up the game: Place the apples in several rows face down on the table. Choose an amount that will be comfortable for the students to work with, just a few for beginners, and more for students who have had more practice. You will be using two different colors of apples. Line up one color on the top rows and the other color on the bottom rows. When trying to find a match, students will turn over one apple of each color. Have an alphabet chart with letters and sound pictures close by, for students to use as a reference if they cannot remember a letter sound.

To do the activity: Students take turns turning over two apples at a time, one red and one yellow. The student should say the sound for each letter and sound picture. The student may look at the alphabet chart if necessary. If the items match, and the student can give the sounds correctly, he or she may pick up both apples and keep them in a stack. If the apples don't match, or the sounds are incorrect, the apples must be kept in place and turned face down again. When all of the apples have been collected, each student counts the number of apples in his or her pile. The student with the most apples wins.



Apple Concentration With Pictures 1

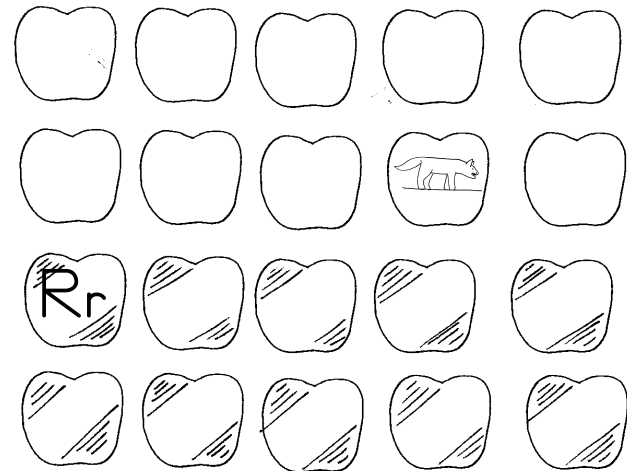
Tt Ii Hh Ll Nn Ww



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Apple Concentration With Pictures 2

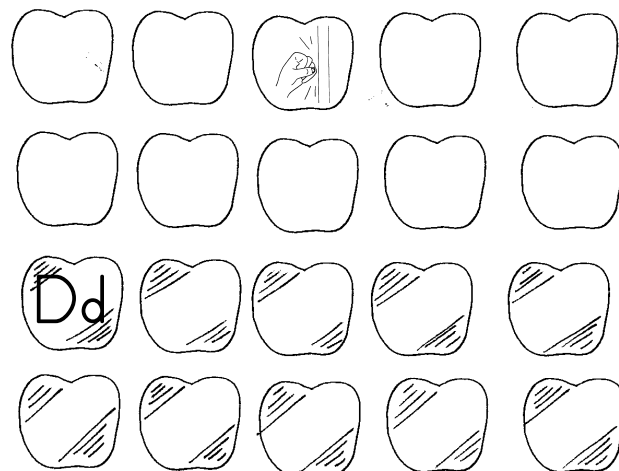
Uu Bb Mm Rr Ff Xx



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Apple Concentration With Pictures 3

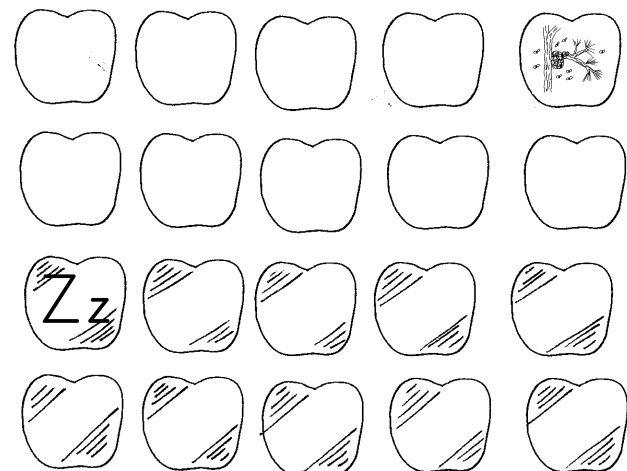
Ee Ss Jj Oo Cc Dd



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Apple Concentration With Pictures 4

Aa Vv Gg Pp Kk Yy Qu qu Zz



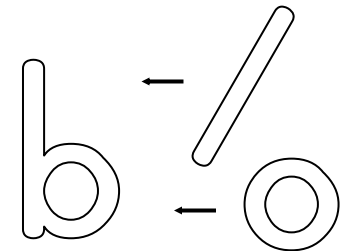
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Letter Shapes - Building Alphabet Letters

This activity includes a set of shapes - lines, curves, and circles - that can be used to build the letters of the alphabet. By completing a series of activities, students notice and become familiar with the parts of each letter. First students arrange the pieces to form various simple designs. Then students put together circles, lines, and curves to form the letters, using letter outlines. Finally students practice forming the letters without the outlines.

To Prepare The Activity: There are four sets of letters. To make it easier for students to find the pieces they need, each set should be printed on a different color of cardstock, as indicated below. Laminate the pages and cut out the letter shapes. You will need very small, sharply pointed scissors to cut out the middle of the circles. Store each set of pieces in a separate envelope or plastic bag.

Set 1	Short Letters	Red	a, c, e, i, m, n, o, p, r, s, u
Set 2	Letters With Tails	Purple	g, j, qu
Set 3	Tall Letters	Blue	b, d, f, h, k, l, t
Set 4	Letters With Slanted Lines	Green	v, w, x, y, z



Students can build the letters directly on a table or desk, or on lined pages that look like handwriting pages. For each set shown above, there is a set of pages that show the outlines of the letters to be built. Print these pages on heavy white paper or cardstock. Store each page with the letter shapes that go with it.

Another group of lined pages don't have letter outlines. After students practice building a set of letters on the pages with the outlines, they can practice building letters on the plain pages. Print these pages on heavy white paper or cardstock.

Another group of lined pages shows the letter outlines in alphabetical order. To do these pages, students will need to use all of the shape sets shown above. Save this activity until students have practiced each set separately to become familiar with the pieces. Print these on white paper or cardstock as well.

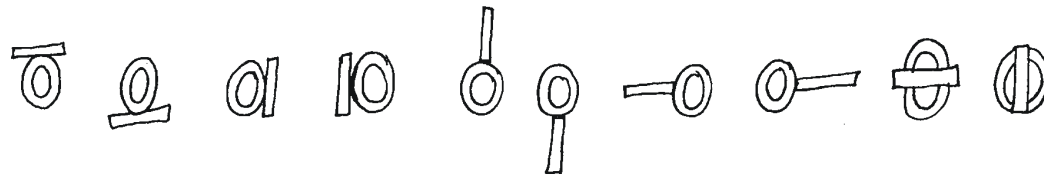
This activity was adapted from the Ball-Stick-Bird program by Renee Fuller, Ph.D. See <http://www.ballstickbird.com/>

Step 1 - Become Familiar With The Shapes

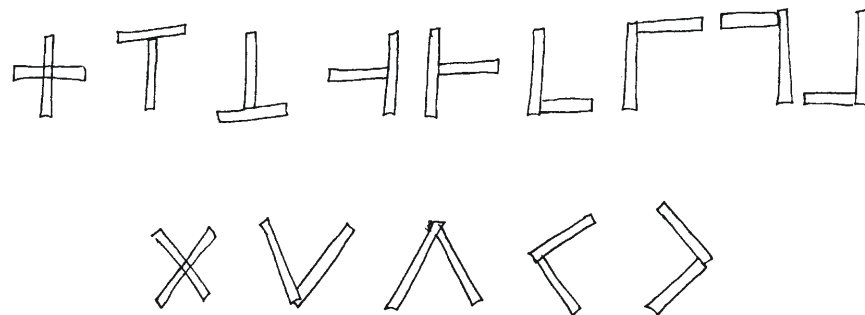
Start with a series of warm-up activities. Choose one set of shapes. Work with the student to separate the shapes into lines, circles, and curves. Talk about the name of each shape and its properties. Some of the lines are longer than others. Sort the lines by length.

Step 2 - Play A Copying Game

Next play a copying game. The teacher and each student will need a set of shapes. The teacher takes two shape pieces. Students find the same two pieces. For instance, you may want to start with a line and a circle. Make a design, using the two shapes, and have the student copy it exactly. Continue to form a variety of designs with the same two pieces and have the student match each configuration. Point out any errors and have the student try again. The series of designs might look something like this. Verbally describe the various positions of the pieces. "The line is above the circle. The line is below the circle."



During the following lessons, choose pieces in a variety of different shapes and sizes to work with, and gradually make the designs more challenging. You may also want to let the student make some of the designs for the teacher to copy. Here are some samples of designs to copy using two lines.



Step 3 - Use The Circles, Lines, And Curves To Build Letters

After a few lessons doing the warm-up activities, students will be ready to use the shapes to form letters. They will start by building the letters on lined pages showing the outline of each letter.

The slanted lines come in various lengths. To help you find the correct line more easily, they are labeled with the name of the letter in which they should be used. After you find the pieces you need, turn them over, so that the labels don't show when you build the letter.

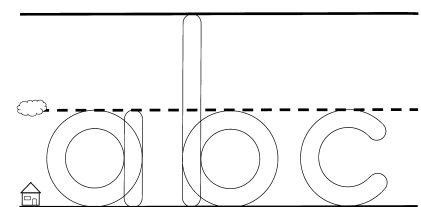
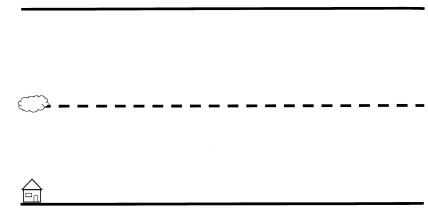
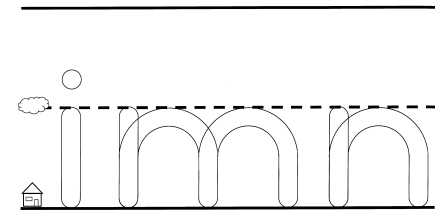
Choose one set of letter shapes and the pages that go with them. Students should spread out the pieces, and then place the pieces on the outlines on the pages to build each letter. This picture shows a page with outlines of letters from Set 1. Have students verbalize which shapes are used and describe how they are arranged. Have students say the sound represented by each letter.

Now have students reassemble the letters on the plain lined paper. Keep the pages with the outlines visible, so that students may use these for reference as needed.

Finally, students should form the letters on the plain lined paper again without looking at the outlines for guidance. Have students turn the pages with the letter outlines over so they can't be seen.

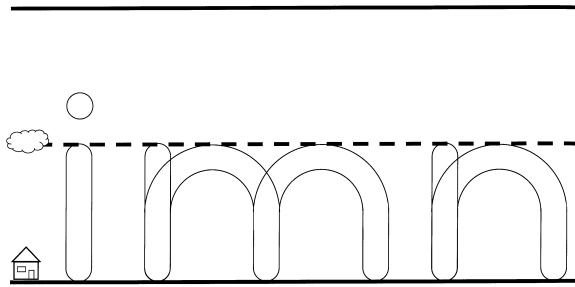
Step 4 - Build The Letters In Alphabetical Order

After students have practiced building letters with all four sets of letter shapes, they will be ready to build the letters in alphabetical order. They will need all of the letter shapes from all four sets. Use the pages with outlines that show the letters in alphabetical order. After students have placed all the pieces to form the letters, give them pages without the outlines. Have them practice building the letters on these pages, using the outline pages for reference. Finally, they should build all the letters again without looking at the outline pages.



Letter Shapes 1

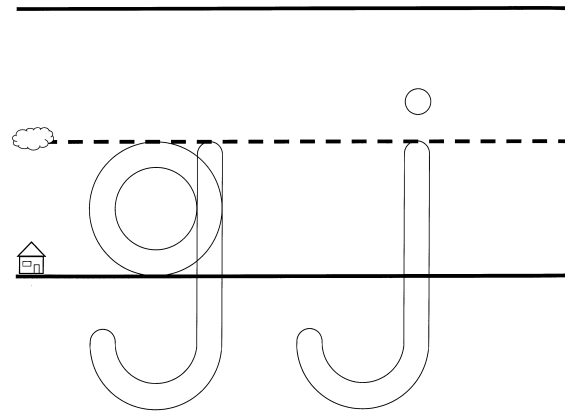
Short Letters a c e i m n o p r s u



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Letter Shapes 2

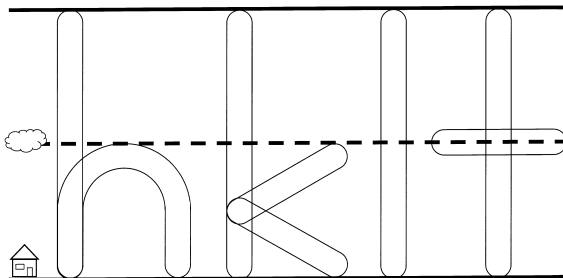
Letters With Tails g j qu



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Letter Shapes 3

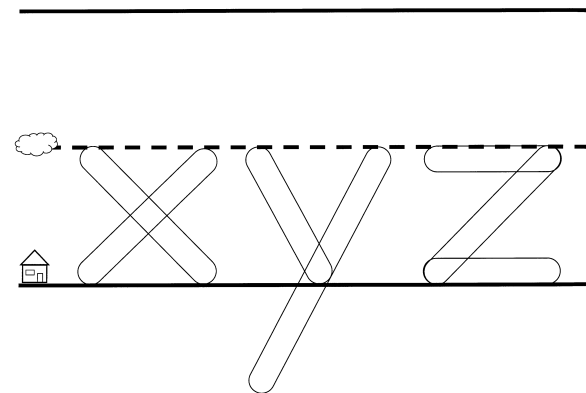
Tall Letters b d f h k l t



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Letter Shapes 4

Letters With Slanted Lines v w x y z



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Plastic Letter Match Instructions

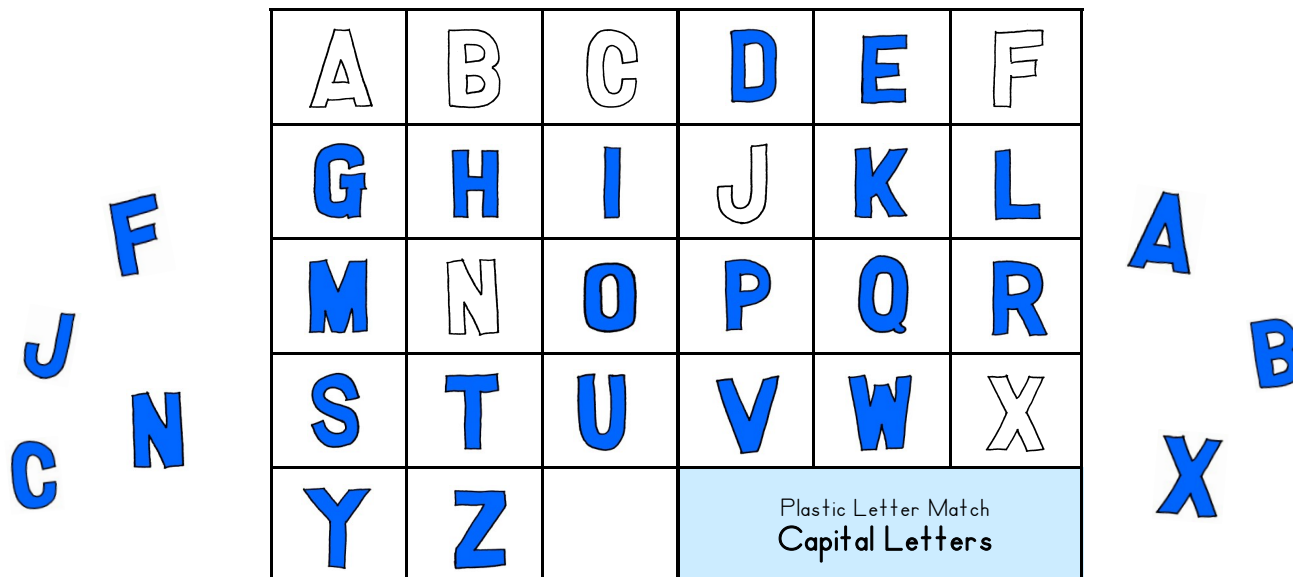
In this activity students need a set of plastic letters and one of the letter match mats. Students place each plastic letter on the matching letter on the mat. This is an exercise in visual discrimination and letter recognition.

There are five different mats.

- #1 Capital And Lower Case Letters
- #2 Capital Letters
- #3 Lower Case Letters
- #4 Capital Letters with sound pictures
- #5 Lower Case Letters with sound pictures

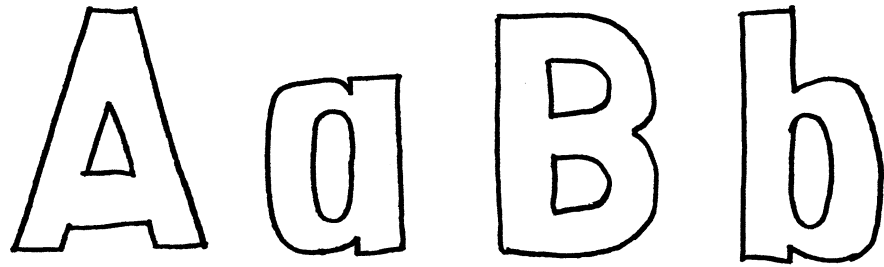
These can be done in any order. Select a mat and the corresponding letters. Students look carefully at each letter and place it directly on top of the same letter on the board. Encourage students to say the sound of each letter as they place it. You may want students to work in pairs to complete this activity, taking turns.

Plastic letters that match the game boards can be purchased at a very reasonable price from www.alphabetletter.com.



Plastic Letter Match 1

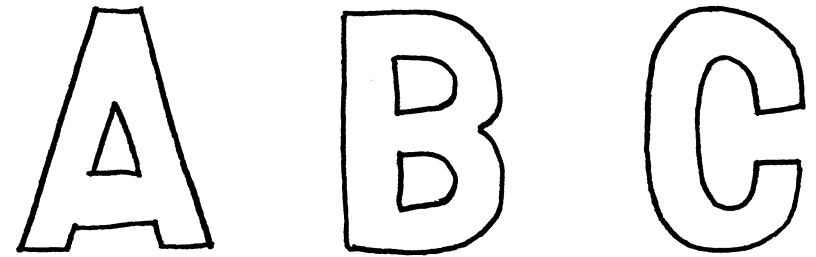
Capital And Lower Case Letters



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Plastic Letter Match 2

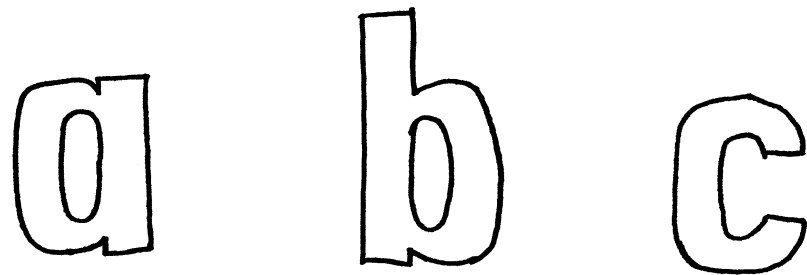
Capital Letters



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Plastic Letter Match 3

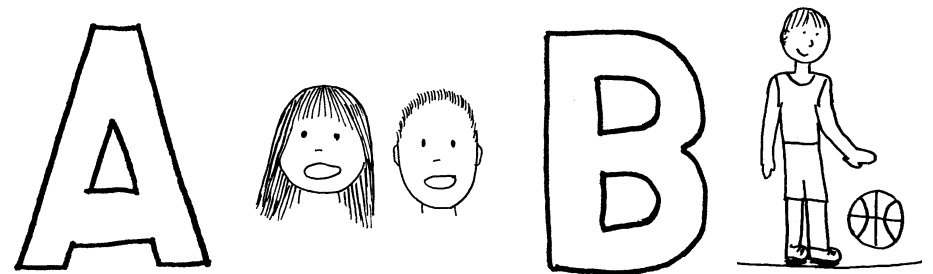
Lower Case Letters



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Plastic Letter Match 4

Capital Letters With Sound Pictures

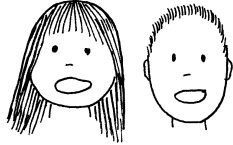


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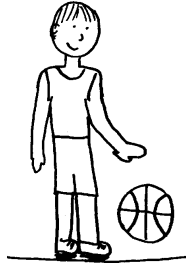
Plastic Letter Match 5

Lower Case Letters With Sound Pictures

a



b



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Plastic Letter Match - Teacher Preparation

1. Purchase the needed letters from www.alphabetletter.com.
2. Print the desired game board pages and cards on white card stock. Laminate the pages
3. Each game board is made of two pages. Match each set of pages and tape them together. Leave a small space between the pages when you tape so the pages will fold for storage. Tape the seam on the front and the back.
4. For each game, place the needed plastic letters in a small plastic zip-lock bag. Put the related card into the bag so you can find the correct set of letters easily.
5. Store the game boards and plastic bags.

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Letter Lotto

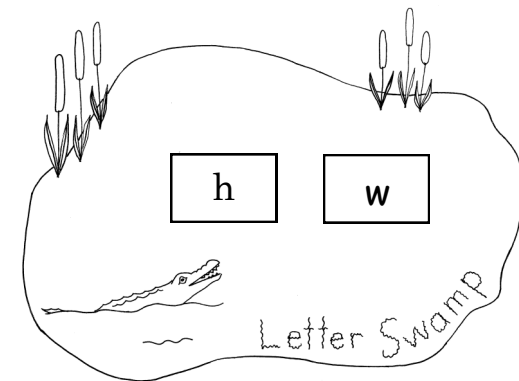
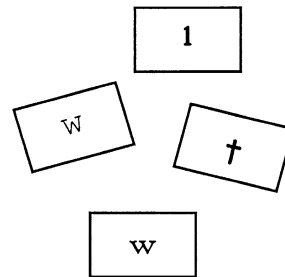
This activity is perfect for students working in the *Advanced Learning The Alphabet* books. It helps students become aware that letters may look slightly different in various books and materials, depending on the type of print used. Students learn to recognize each letter without being confused about the differences in their appearance.

To prepare the activity: Laminate all pages if desired for extra wear. Cut the letter cards apart. Each row of letters is printed in a different font. There are five different sets of letters: 1) t i h l n w, 2) u b m r f x, 3) e s j o c d, 4) a v g p k y, and 5) g p k y q z. Store the pieces for each game in a separate envelope or plastic bag. Cut along the inside edges of the grids and tape the parts together to make a folding game board.

Set up: Shuffle the selected letters and place them face up or face down on the table.

To do the activity: This activity can be done with just one student. If there are several students, they will take turns. The goal is to place all of the letters correctly. Students take one letter card at a time, give the sound, and place it face up on the grid. As the letters are placed, they are sorted so that all of the same letters are placed in the same row. When a letter is first drawn, it is placed in any empty space in the first column of the table. When the same letter is drawn again, in a different font, it is placed in a row to the right of the first letter. Letters that are accidentally misplaced must go into the letter swamp. Play continues until all of the letters have been correctly placed.

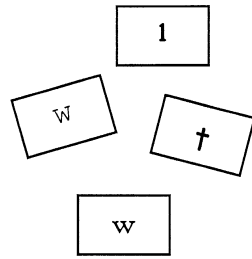
t	t	t			
l					
i	i	i	i		
w	w				
n	n	n	n	n	



Letter Lotto 1

t i h l n w

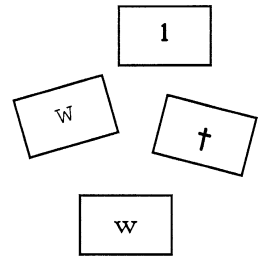
t	t	t			
l					
i	i	i	i		
w	w				
n	n	n	n	n	



Letter Lotto 2

u b m r f x

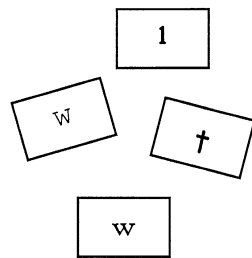
t	t	t			
l					
i	i	i	i		
w	w				
n	n	n	n	n	



Letter Lotto 3

e s j o c d

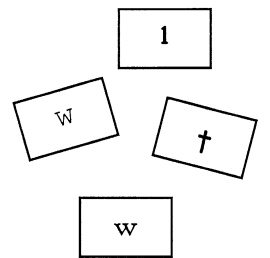
t	t	t			
l					
i	i	i	i		
w	w				
n	n	n	n	n	



Letter Lotto 4

a v g p k y

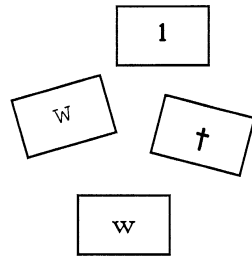
t	t	t			
l					
i	i	i	i		
w	w				
n	n	n	n	n	



Letter Lotto 5

g p k y q z

t	t	t			
l					
i	i	i	i		
w	w				
n	n	n	n	n	



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Blueberry And Raspberry Games

When learning to read, it is very important for students to learn to put the letter sounds together smoothly when sounding out a word, so that they can recognize the word and pronounce the word correctly. For some students this skill comes easily. For others it is a challenge, even when reading three-letter short vowel words. Students benefit tremendously from starting with two-letter combinations before attempting to read three-letter words. After learning the alphabet, students are used to saying the letter sounds one at a time. The next step is to learn to slide two letter sounds together without a break.

This game provides practice to help students pronounce short vowel two-letter combinations. In the blueberry game, students pronounce consonant-vowel combinations. In the raspberry game, students pronounce vowel-consonant combinations.

There are four sets of blueberry games, and three sets of raspberry games. The games are designed to be used with the *Advanced Learning The Alphabet* books. The games can also be used with any of the short vowel books. After learning the first set of six letters (from the sound story), students will be ready to play the first blueberry game. After learning the next set of six letters, they will be ready to play the second game, and so on. To play the first raspberry game, students will need to learn the first twelve letters. They will be ready to play the second raspberry game after learning the next six letters, and the last game after learning the last eight letters.

Blueberry Game - Set 1 - t i h l n w

Blueberry Game - Set 2 - u b m r f x

Blueberry Game - Set 3 - e s j o c d

Blueberry Game - Set 4 - a v g p k y qu z

Raspberry Game - Set 1 - t i h l n w u b m r f x

Raspberry Game - Set 2 - e s j o c d

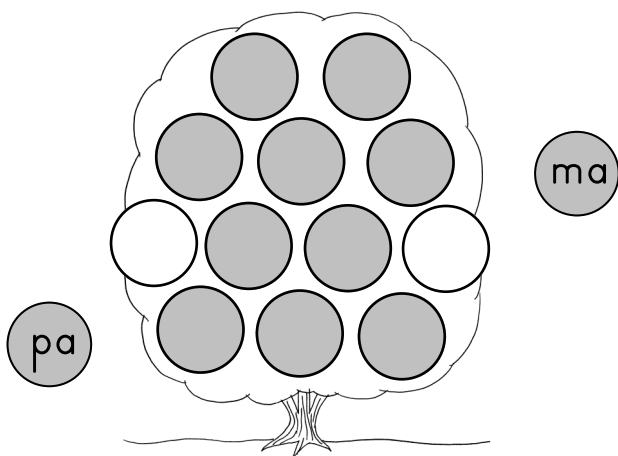
Raspberry Game - Set 3 - a v g p k y qu z

To prepare the activity: Print the berry pages for each set. Print the blueberry pages on blue cardstock and the raspberry pages on red or purple cardstock. Print eight bush pages, one for each player. Laminate all pages if desired for extra wear. Cut out the berries and store each set in a labeled envelope or plastic bag. To save time, you can just cut them into squares. I've had luck using a large squeeze-type circle punch to cut out the berries quickly. Use light weight cardstock (67 pound vellum bristol) and 3 mil laminating pouches. Anything heavier will be too hard to punch.

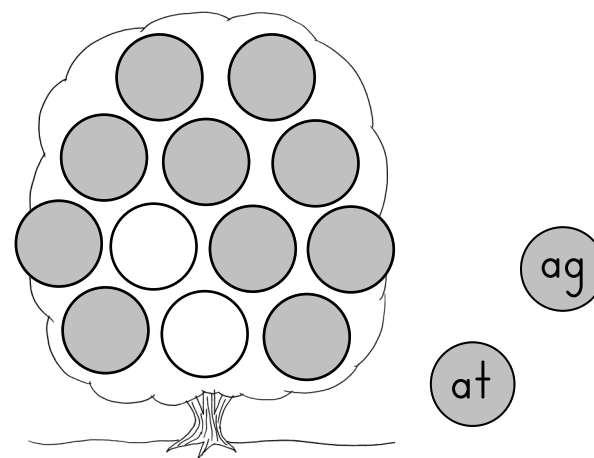
Setting up the game: Each student takes a berry bush. Select one set of berries. Put all the berry pieces face down on the table. Students select enough pieces to cover all the blank spaces on their bush, placing them face down.

To do the activity: Students take turns picking a berry from their bush. The student should pronounce the two-letter combination on the berry, using the short vowel sound in each combination. If correct, the student puts the berry in a stack on the table. If the pronunciation is not correct, the teacher models the correct pronunciation, and all of the students repeat. Then the berry is put face down back onto the bush. The first student to pick all of his or her berries successfully wins the game.

Bonus Turns: If a student selects a berry that has a flower on it, it should be put in the stack on the table. The student then immediately takes another turn.



Blueberry Game



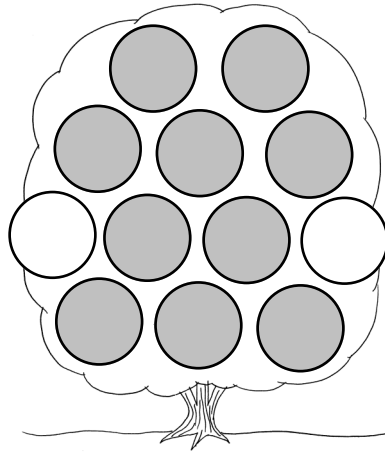
Raspberry Game

Blueberry Game 1

t i h l n w

wi

li



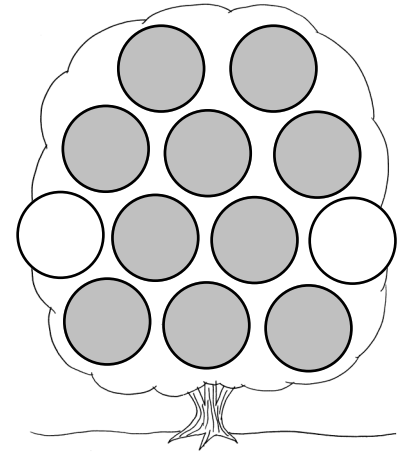
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Blueberry Game 2

u b m r f x

mu

fi



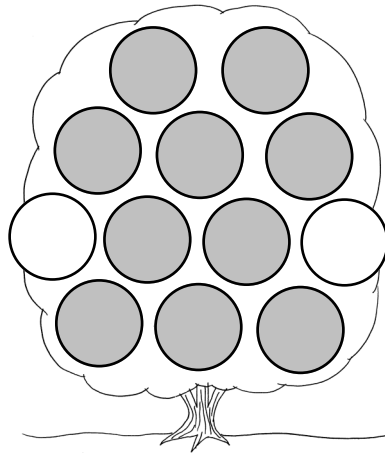
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Blueberry Game 3

e s j o c d

co

je



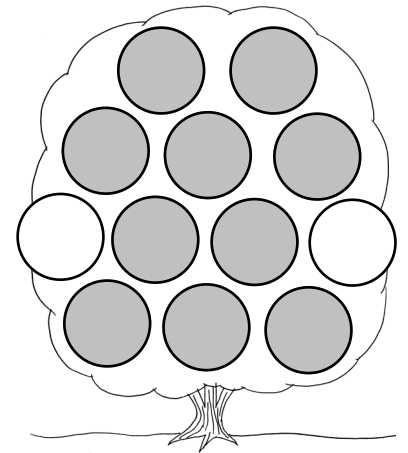
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Blueberry Game 4

a v g p k y q u z

ma

zi



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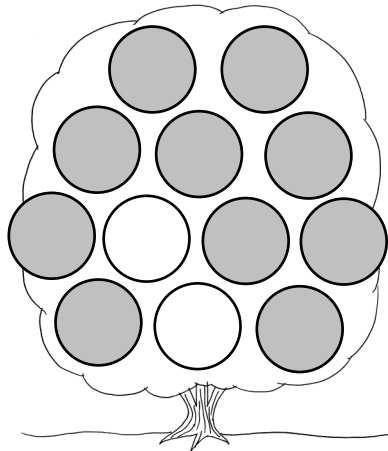
© 2014 by Kathryn J. Davis

Raspberry Game 1

t i h l n w u b m r f x

in

uf



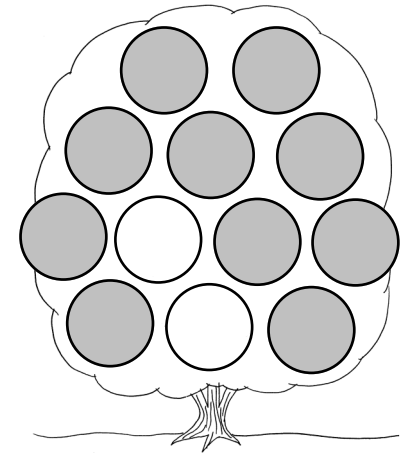
© 2013 by Kathryn J. Davis

Raspberry Game 2

e s j o c d

ed

oc



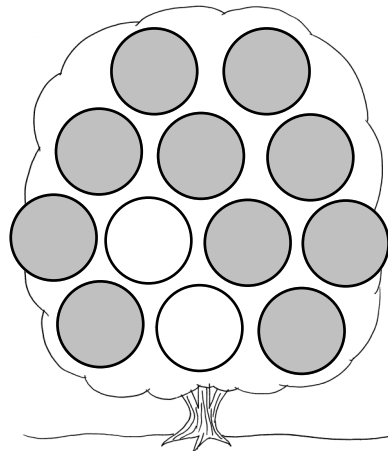
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Raspberry Game 3

a v g p k y q u z

ap

ug



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The Train Game: Learning "Beyond The Alphabet" Sounds

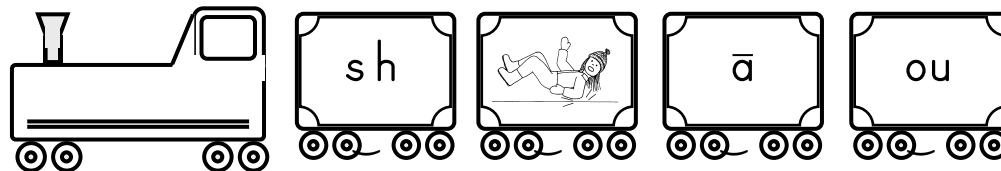
The *Basic Short Vowel Words* and *Expanded Short Vowel Words* books assume that students have already learned all the letters of the alphabet before they begin the books. As students work through these books, the teacher reads Part 2 of the Sound Story aloud. It introduces the "beyond the alphabet" sounds, which include long vowel sounds, special vowel sounds, and consonant digraph sounds. Students are not expected to read words with the "beyond the alphabet" sounds at the short vowel level. However they can learn to associate these sound pictures with the written symbols, in the same way that they originally learned the letters of the alphabet. In order to read real stories at the next level, students will need to know these letter patterns and sounds. The Train Game helps students learn and remember them in an enjoyable, non-threatening way. You can also use this game as students begin the next set of books, *Phonics Patterns And Stories*.

To prepare the activity: Laminate all pages if desired for extra wear. Cut out the engine and train car pieces. Some train cars show a letter or letter pattern to be practiced. The rest of the cars show the matching sound pictures for the patterns. Place the pieces in an envelope or plastic bag.

Sound Charts: Use the sound charts in either the *Basic Short Vowel Words* or the *Expanded Short Vowel Words* book as a visual reference while students are playing the game.

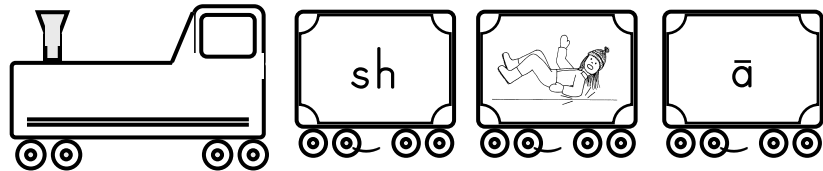
To play the game: Each student picks an engine. Then students take turns picking a train car and giving the sound for the letter pattern or picture shown on the car. If correct, the student places the section just to the right of his engine. If incorrect, the piece must be put back on the table face down. As the student accumulates more pieces, they are placed in a row, going to the right, to make the train longer and longer. If students run out of room, they can make the train turn as needed and continue to place the pieces. When all of the pieces have been collected, or time is up, students count the number of cars on their train. The student with the most pieces wins.

Extension Activity: After finishing the game, students can work together to put each train picture with its matching letter pattern.



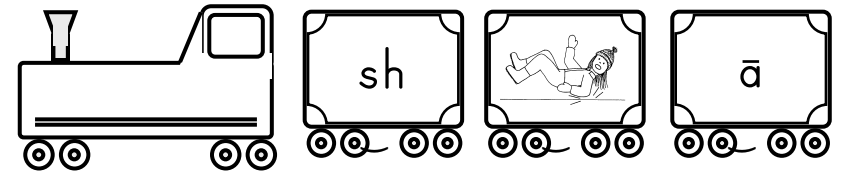
The Train Game

"Beyond The Alphabet" Sounds



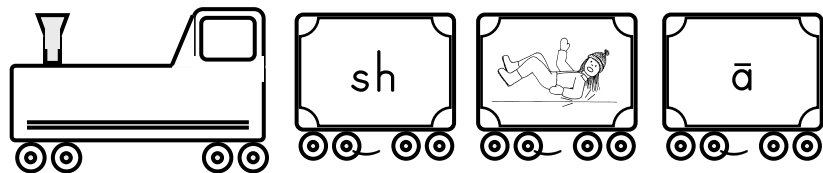
The Train Game

"Beyond The Alphabet" Sounds



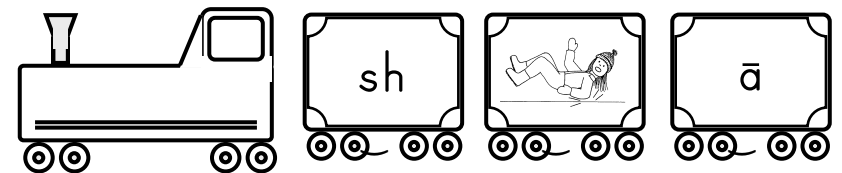
The Train Game

"Beyond The Alphabet" Sounds



The Train Game

"Beyond The Alphabet" Sounds



The Caterpillar Game - January 2014

For 2-6 Students

Use With *Phonics Patterns And Stories, Books 1- 8* or *Decoding Practice, Books 1 - 8*

After mastering short vowel words, students must learn to recognize each phonogram pattern (ai, ou, aw, or) and be able to give the sound or sounds it represents. This is just as important as learning the alphabet. The caterpillar game is a fun way for students to practice the sounds for the new patterns they are learning. The *Phonics Patterns* books and *Decoding Practice* books both cover the same phonogram sequence, so the games can be used with either set of books. Each caterpillar game reinforces the patterns taught in the book. There are one or two games for each book. There are six pieces for each new pattern, giving enough repetition for students to remember the patterns and sounds with confidence. Although it is a simple game to play, students really enjoy it. In my experience, playing this game regularly has a strong, positive affect on student learning.

Game 1-1: sh/ship, o/son, e/me, th/thumb-this, o/go, or/horse, ck/Jack

Game 1-2: ö/to, _ve/give, ch/chicken, tch/match, nch/bench, wh/when-who, ng/ring, nk/wink

Game 2: ee/feet, e_e/these, ai/rain, ay/play, a_e/safe, i_e/pine, igh/night, ind/find, ild/child

Game 3-1: oa/boat, oe/toe, o_e/home, o_e/love, old/gold, olt/bolt, oll/troll, olk/yolk, a_/across

Game 3-2: ue/glue, ui/fruit, u_e/flute, ew/flew, review game 3-1

Game 4: oi/oil, oy/boy, ou/ouch-four-soup, ow/cow-snow, ü/push, ould/should, oo/book-moon

Game 5-1: ce/cent, ci/city, cy/cycle, ir/bird, ar/car, ge/gem, gi/giant, gy/gym, er/her, _tle/little, ur/turtle

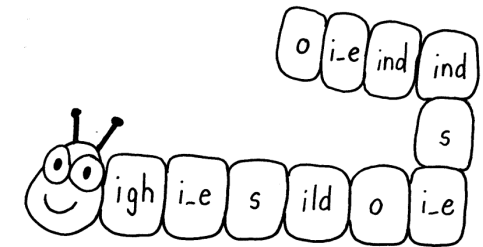
Game 5-2: aw/saw, au/Paul, all/ball, al/salt, alk/talk, wa/wasp, review game 5-1

Game 6-1: y/funny-my, ā/raven, ē/secret, ī/bison, ō/robot, ū/tulip, ey/key-they, ea/eat-head-steak

Game 6-2: ei/ceiling-veil, eigh/sleigh, eu/Europe, ie/pie-shield, review game 6-1

Game 7: wor/worm, er/her-heron, or/horse-tractor-sorry, ar/car-dollar-carrot, ear/early, our/journal, review ir, ur

Game 8: _a/panda, a/father, kn/knife, wr/wren, gh/ghost-straight, ough/bought



To prepare the activity: If you are working with more than six students, print extra pages of caterpillar heads. Laminate all pages if desired for extra wear. Cut out the caterpillar heads and make the body pieces by cutting the page into squares. Store each game in a labeled envelope or plastic bag.

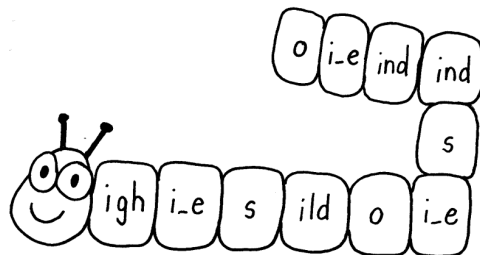
Sound Charts: Use the sound charts from the books (or the larger wall charts) as a reference while students are playing the game. Students can look at a chart if needed to remember the sound.

To play the game: Each student picks a caterpillar head. Put the body pieces face down on the table. Students take turns picking a body piece and giving the sound (or sounds) for the letter or letter pattern. If correct, the student places the section just to the right of his caterpillar head. If incorrect, the piece must be put back on the table face down. Or, students can place missed pieces in the letter swamp. If a piece with a flower symbol is selected, the student places the piece on his caterpillar, and immediately takes another turn. As the student accumulates more pieces, they are placed in a row, going to the right, to make the caterpillar longer and longer. If students run out of room, they can make the body turn as needed and continue to place the pieces. When all of the pieces have been collected, or time is up, students count the number of pieces on their caterpillar. The student with the most pieces wins.

Caterpillar Game 1-1

Phonics Patterns Book 1

sh/ship
o/son
e/me
th/thumb-this
o/go
or/horse
ck/Jack

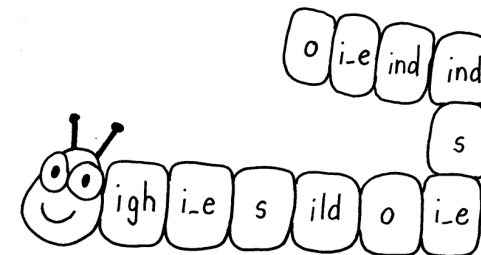


Say the sound or sounds for each pattern.

Caterpillar Game 1-2

Phonics Patterns Book 1

ö/to
_ve/give
ch/chicken
tch/match
nch/bench
wh/when-who
ng/ring
nk/wink

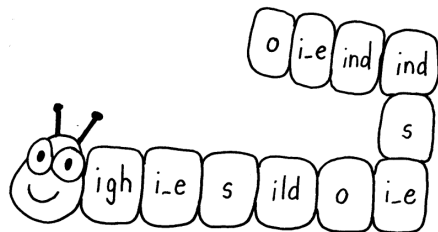


Say the sound or sounds for each pattern.

Caterpillar Game 2

Phonics Patterns Book 2

ee/feet e_e/these
ai/rain ay/play
a_e/safe i_e/pine
igh/night ind/find
ild/child

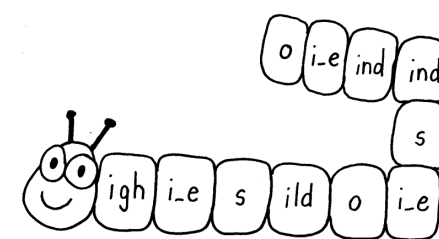


Say the sound or sounds for each pattern.

Caterpillar Game 3-1

Phonics Patterns Book 3

oa/boat oe/toe
o_e/home o_e/love
old/gold olt/bolt
oll/troll olk/yolk
a_/across



Say the sound or sounds for each pattern.

Caterpillar Game 3-2

Phonics Patterns Book 3

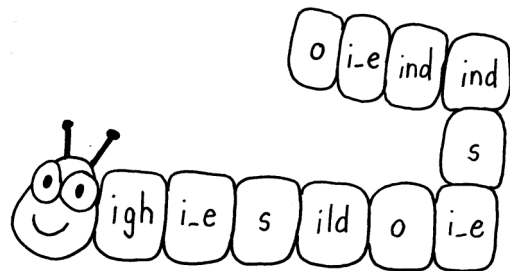
ue/glue

ui/fruit

u_e/flute

ew/flew

review patterns from game 3-1



Say the sound or sounds for each pattern.

Caterpillar Game 4

Phonics Patterns Book 4

oi/oil

oy/boy

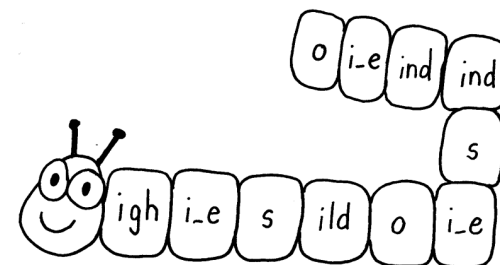
ou/ouch-four-soup

ow/cow-snow

ü/push

ould/should

oo/book-moon



Say the sound or sounds for each pattern.

Caterpillar Game 5-1

Phonics Patterns Book 5

ce/cent

ci/city

cy/cycle

ir/bird

ar/car

ge/gem

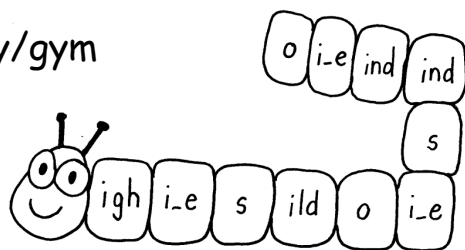
gi/giant

gy/gym

er/her

_tle/little

ur/turtle



Say the sound or sounds for each pattern.

Caterpillar Game 5-2

Phonics Patterns Book 5

aw/saw

au/Paul

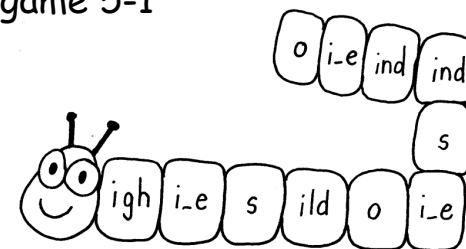
all/ball

al/salt

alk/talk

wa/wasp

review patterns from game 5-1



Say the sound or sounds for each pattern.

Caterpillar Game 6-1

Phonics Patterns Book 6

y/funny-my

ā/raven

ē/secret

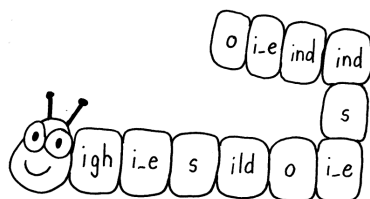
ī/bison

ō/robot

ū/tulip

ey/key-they

ea/eat-head-steak



Say the sound or sounds for each pattern.

Caterpillar Game 6-2

Phonics Patterns Book 6

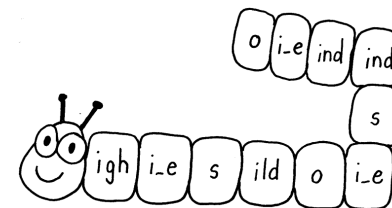
ei/ceiling-veil

eigh/sleigh

eu/Europe

ie/pie-shield

review patterns from game 6-1



Say the sound or sounds for each pattern.

Caterpillar Game 7

Phonics Patterns Book 7

wor/worm

er/her-heron

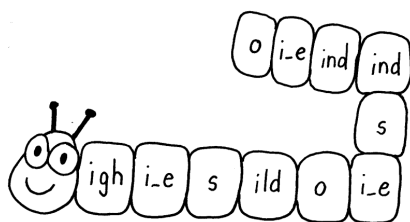
or/horse-tractor-sorry

ar/car-dollar-carrot

ear/early

our/journal

review ir, ur



Say the sound or sounds for each pattern.

Caterpillar Game 8

Phonics Patterns Book 8

_a/panda

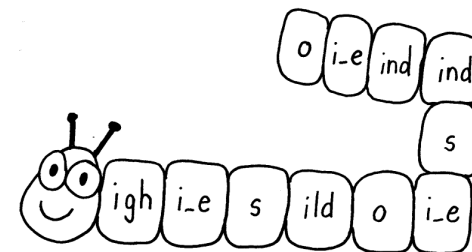
a/father

kn/knife

wr/wren

gh/ghost-straight

ought/bought



Say the sound or sounds for each pattern.

Ending Blend Truck Lotto

In this activity, students practice pronouncing ending consonant blends. Since these blends are difficult to pronounce by themselves, they are combined with short vowels. One student or a small group of students will share one truck chart and take turns pronouncing ending blends as they place them on the chart. There are 31 different ending blends.

Use this game as you work through *Phonics Patterns And Stories, Book 1*, or *Decoding Practice, Book 1*.

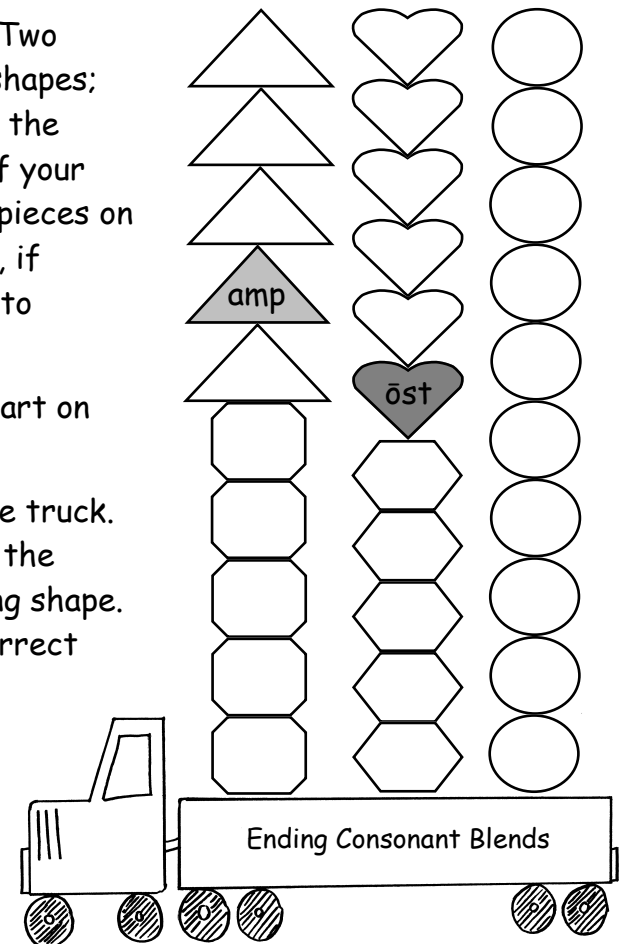
To prepare the activity: To play this game you will need one truck page and one set of game pieces. It will be easiest to make two games at the same time; there are enough game pieces for two games.

The truck file gives you a choice of four possible truck pages that you can print. Two pages are in color; two are in black and white. One of the color pages has empty shapes; the other has ending blends printed in the shapes. The black and white pages are the same way; one with blank shapes, and one with ending blends. Print the truck(s) of your choice on 11 X 17 inch paper. This will be the lotto board. Print the ending blend pieces on 8 1/2 X 11 inch white cardstock. Laminate the truck pages and letter piece pages, if desired, for extra wear. Cut out the letter pieces. The truck page will be the lotto board; do not cut it.

Setting up the game: Place the pieces face down on the table. Put the truck chart on the table.

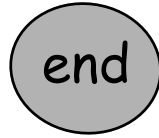
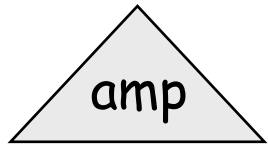
To do the activity: Students take turns selecting pieces and placing them on the truck. When a student chooses a piece, he or she pronounces the ending blend, including the short vowel sound. If the truck has blank shapes, the piece can go on any matching shape. If the truck has ending blends printed on the shapes, the piece must go on the correct ending blend. If the student cannot pronounce the ending blend, the teacher models the blend, the group repeats it, and the piece is placed face down back on the table. The game is finished when all the pieces have been placed on the truck.

Optional: If a student pronounces an ending blend incorrectly, the piece is placed in the letter swamp.



Ending Blend Truck Lotto

All Basic Ending Consonant Blends



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Ending Blend Truck Game

In this activity, students pronounce ending consonant blends. Since these blends are difficult to pronounce by themselves, they are combined with short vowels.

Use these games in order as you work through *Phonics Patterns And Stories, Book 1*, or *Decoding Practice, Book 1*.

Game 1: ask, and, ast, amp, aft

Game 2: ist, isk, ift, ind, ilk, ask, and, ast, amp, aft

Game 3: ond, omp, oft, olf, ost, ōst, ist, isk, ift, ind, ilk

Game 4: ump, unt, ulb, ust, usk, ond, omp, oft, olf, ost, ōst

Game 5: est, esk, elt, elf, elp, eld, end, ent, ext, ept, ump, unt, ulb, ust, usk

Game 6: all of the above

To prepare the activity: Laminate the truck pages and letter piece pages if desired for extra wear. There are two trucks on each page; cut these apart. Cut along the top edge of the truck bed to make a place to put the letter pieces. Cut the pages with the consonant blends along the lines to make separate pieces.

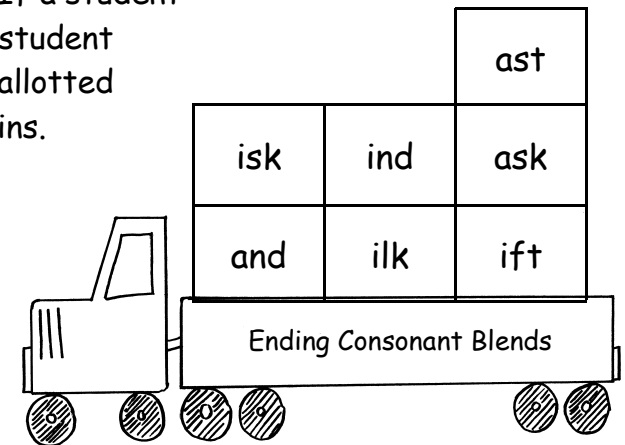
Setting up the game: Place the pieces face down on the table. Pass out a truck to each student.

To do the activity: Students choose a piece with an ending consonant blend and pronounce the blend, including the short vowel sound. If correct, the student places the piece on his or her truck. If incorrect, the teacher models the blend, the group repeats it, and the piece is placed face down back on the table. If a student picks a piece with a flower or a truck on it, it should be placed on the truck. The student then immediately takes another turn. When all the pieces are taken or when the allotted time has ended, students count their pieces. The student with the most pieces wins.

Optional: If a student pronounces an ending blend incorrectly, the piece is placed into the letter swamp.

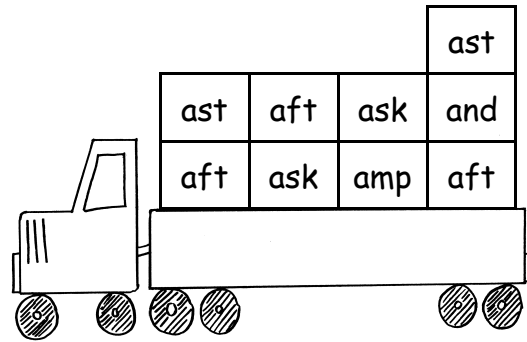
Extension: 1) At the end of the game, each student selects one or more ending blend cards from his truck, and thinks of a word with that blend.

2) Choose one of the ending blends and have students brainstorm to name as many rhyming words as possible with that blend.



Ending Blend Truck Game 1

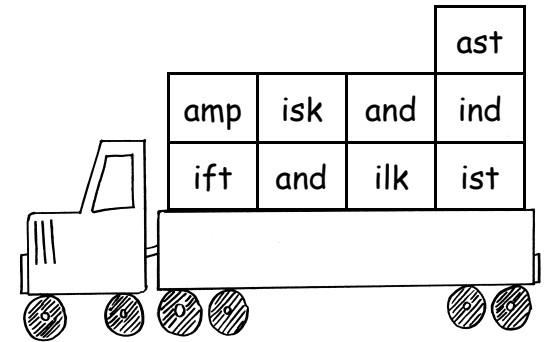
Short A Ending Blends: ask, and, ast, amp, aft



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Ending Blend Truck Game 2

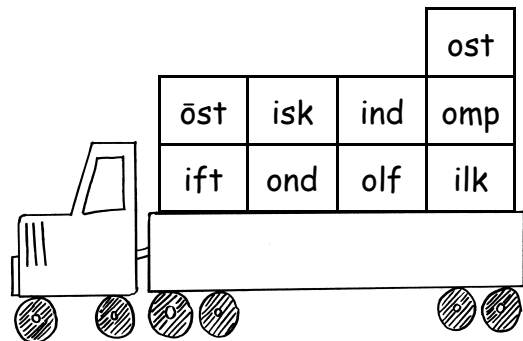
Short A Ending Blends: ask, and, ast, amp, aft
Short I Ending Blends: ist, isk, ift, ind, ilk



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Ending Blend Truck Game 3

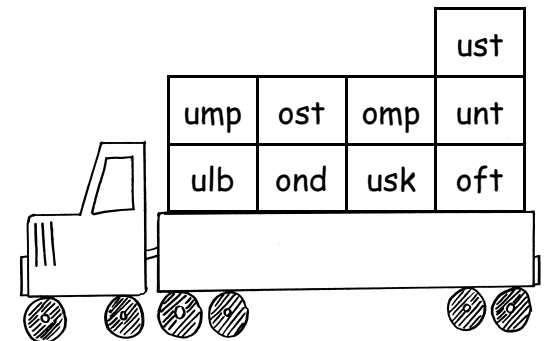
Short I Ending Blends: ist, isk, ift, ind, ilk
Short O Ending Blends: ond, omp, olf, oft, ost; Long O: oŕst



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Ending Blend Truck Game 4

Short O Ending Blends: ond, omp, oft, olf, ost; Long O: oŕst
Short U Ending Blends: ump, unt, ulb, ust, usk



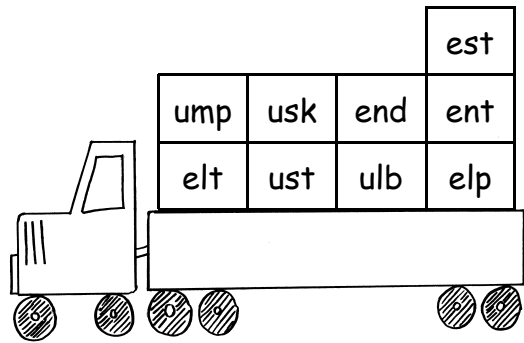
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Ending Blend Truck Game 5

Short U Ending Blends: ump, unt, ulb, ust, usk

Short E Ending Blends: est, esk, elt, elf, elp,
eld, end, ent, ext, ept



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Ending Blend Truck Game - All

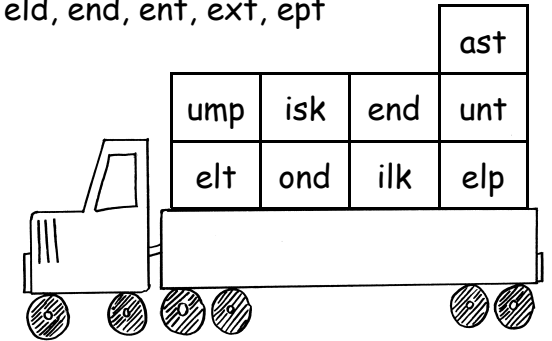
Short A Ending Blends: ask, and, ast, amp, aft

Short I Ending Blends: ist, isk, ift, ind, ilk

Short O Ending Blends: ond, omp, oft, olf, ost; Long O: oŏst

Short U Ending Blends: ump, unt, ulb, ust, usk

Short E Ending Blends: est, esk, elt, elf, elp,
eld, end, ent, ext, ept



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Beginning Blend Truck Lotto

In this activity, students practice pronouncing beginning consonant blends. One student or a small group of students will share one truck chart and take turns pronouncing beginning blends as they place them on the chart. There are 27 different beginning blends.

Use this game as you work through *Phonics Patterns And Stories, Book 1*, or *Decoding Practice, Book 1*.

To prepare the activity: To play this game you will need one truck page and one set of game pieces. It will be easiest to make two games at the same time; there are enough game pieces for two games.

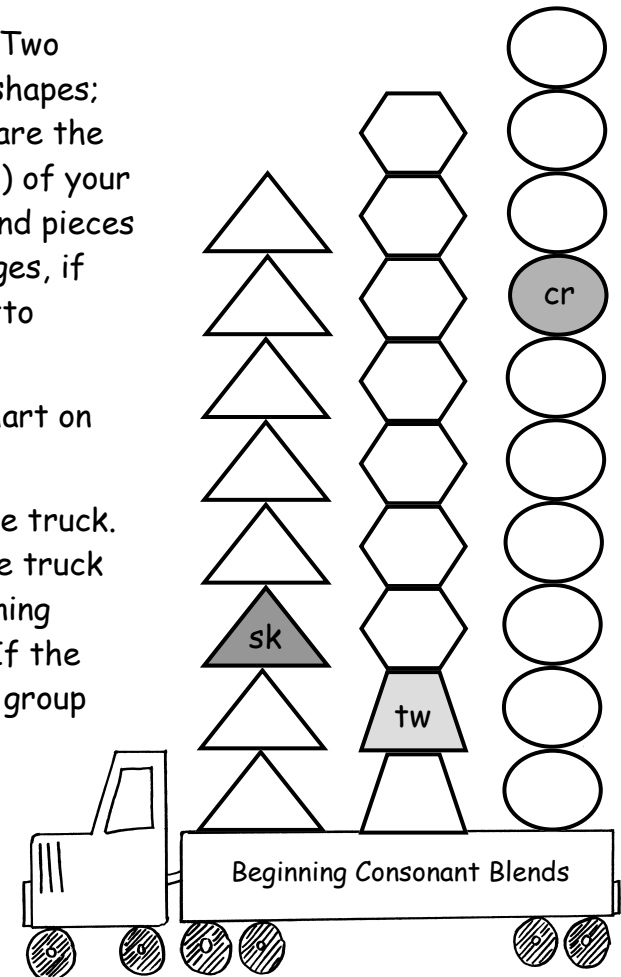
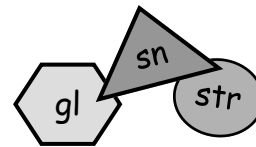
The truck file gives you a choice of four possible truck pages that you can print. Two pages are in color; two are in black and white. One of the color pages has empty shapes; the other has beginning blends printed in the shapes. The black and white pages are the same way; one with blank shapes, and one with beginning blends. Print the truck(s) of your choice on 11 X 17 inch paper. This will be the lotto board. Print the beginning blend pieces on 8 1/2 X 11 inch white cardstock. Laminate the truck pages and letter piece pages, if desired, for extra wear. Cut out the letter pieces. The truck page will be the lotto board; do not cut it.

Setting up the game: Place the pieces face down on the table. Put the truck chart on the table.

To do the activity: Students take turns selecting pieces and placing them on the truck. When a student chooses a piece, he or she pronounces the beginning blend. If the truck has blank shapes, the piece can go on any matching shape. If the truck has beginning blends printed on the shapes, the piece must go on the correct beginning blend. If the student cannot pronounce the beginning blend, the teacher models the blend, the group repeats it, and the piece is placed face down back on the table. The game is finished when all the pieces have been placed on the truck.

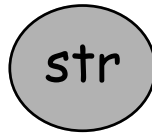
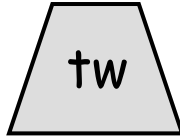
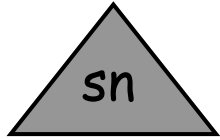
Optional: If a student pronounces a beginning blend incorrectly, the piece is placed in the letter swamp.

Extension: At the end of the game, each student picks a beginning blend and gives three words that begin with that blend.



Beginning Blend Truck Lotto

All Beginning Consonant Blends



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Beginning Blend Truck Game

In this activity, students pronounce beginning consonant blends. To pronounce the blend, students should say each consonant sound in the usual way, sliding the sounds together without a break.

These are the beginning blends used in this game. There are enough pieces for up to eight students.

Beginning S Blends: sc, sk, sm, sn, sp, st, sw

Beginning L Blends: bl, cl, fl, gl, pl, sl, spl

Beginning R Blends: br, cr, dr, fr, gr, pr, tr, scr, spr, str

Beginning W Blends: tw, dw

To prepare the activity: Laminate the truck pages and letter piece pages if desired for extra wear. There are two trucks on each page; cut these apart. Cut along the top edge of the truck bed to make a place to put the letter pieces. Cut the pages with the consonant blends along the lines to make separate pieces.

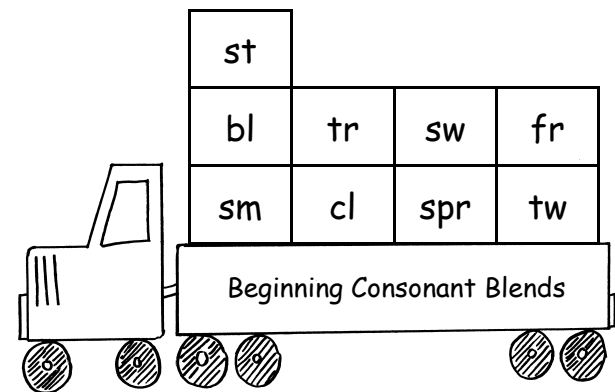
Selecting The Pieces: If you prefer not to use all of the pieces, select the ones you want to use and store the rest separately.

Setting up the game: Place the pieces face down on the table. Pass out a truck to each student.

To do the activity: Students choose a piece with a consonant blend and pronounce the blend. If correct, the student places the piece on his or her truck. If incorrect, the teacher models the blend, the group repeats it, and the piece is placed face down back on the table. If a student picks a piece with a flower on it, it should be placed on the truck. The student then immediately takes another turn. When all the pieces are taken or when the allotted time has ended, students count their pieces. The student with the most pieces wins.

Optional: If a student pronounces a blend incorrectly, the piece is placed into the letter swamp.

Extension: At the end of the game, each student selects one or more beginning blend cards from his truck, and thinks of a word that begins with each blend.



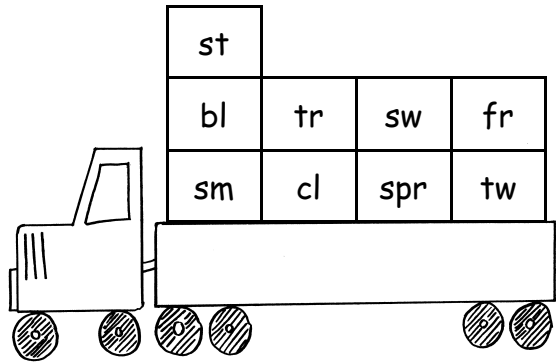
Beginning Blend Truck Game

Beginning S Blends: sc, sk, sm, sn, sp, st, sw

Beginning L Blends: bl, cl, fl, gl, pl, sl, spl

Beginning R Blends: br, cr, dr, fr, gr, pr, tr, scr, spr, str

Beginning W Blends: tw, dw



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Long Vowel City - Basic And Advanced, January 2014

In this activity, students sort vowel cards onto buildings in a "vowel city." The students must be able to say the correct sound for the vowel pattern before placing it on a building. They must also decide which category of vowel they selected, so that they can place it on the correct building. This activity can be done by one student or several students working together, under the supervision of the teacher. There are two levels to this game.

Basic Game: Use with *Phonics Patterns And Stories, Books 2 and 3*, or *Decoding Practice, Books 2 and 3*.

Vowel-Vowel Patterns: ee, ai, ay, oa, oe, ue, ui

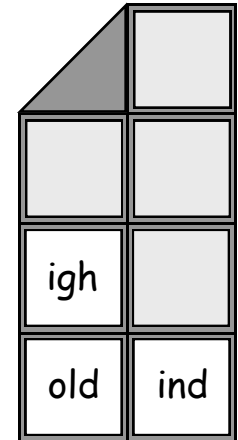
Vowel-Consonant-E Patterns: a_e, e_e, i_e, o_e, u_e

Vowel-Consonant-Consonant Patterns: ind, ild, igh, old, olt, oll, olk

Rule breaker pattern: ew (Put this pattern on the sun.)

olt

oll



Advanced Game: Use with *Phonics Patterns And Stories, Book 6*, or *Decoding Practice, Book 6*.

Vowel-Vowel Patterns: ee, ai, ay, oa, oe, ue, ui, ei, ey, ea, ie

Vowel-Consonant-E Patterns: a_e, e_e, i_e, o_e, u_e

Vowel-Consonant-Consonant Patterns: ind, ild, igh, old, olt, oll, olk

Rule breaker patterns: ew, eu (Put one pattern on the sun and the other on the cloud.)

To prepare the activity: Laminate the city pages and letter piece pages if desired for extra wear. Tape the two halves of the city pages together for each game. Cut the letter pieces apart to make separate cards.

Setting up the game: Place the pieces face down on the table. Place the "vowel city" face up.

To do the activity: Students select a piece, say the sound, and place it on the correct building. If there are more than one student, they will take turns. Students must think carefully to decide where each piece goes. Does the card show a vowel-vowel pattern, vowel-consonant-e pattern, or vowel-consonant-consonant pattern? If it is a rule breaker pattern (ew or eu) the piece should be placed on the sun or the cloud. Model the sounds and assist students as needed.

Notes: Being able to classify the vowel sounds is very helpful for students. You can remind students "If two vowels go walking, the first one does the talking," including the vowel-consonant-e patterns (even if one consonant is between the vowels). For the vowel-consonant-consonant patterns, you can explain that most patterns like this have the short vowel sound, but these particular patterns are playing "follow the leader," so the vowel says its name.

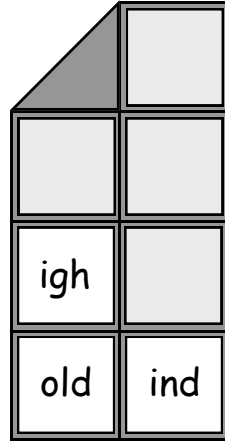
Long Vowel City - Basic

Use with *Phonics Patterns And Stories, Books 2 and 3*,
or *Decoding Practice, Books 2 and 3*.

VV Patterns: ee, ai, ay, oa, oe, ue, ui
V_E Patterns: a_e, e_e, i_e, o_e, u_e
VCC Patterns: ind, ild, igh, old, olt, oll, olk
Rule Breaker: ew (Put this card on the sun.)

olt

oll



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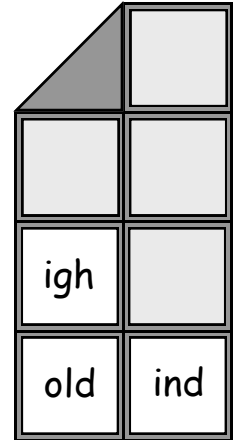
Long Vowel City - Advanced

Use with *Phonics Patterns And Stories, Book 6*,
or *Decoding Practice, Book 6*.

VV Patterns: ee, ai, ay, oa, oe, ue,
ui, ei, ey, ea, ie
V_E Patterns: a_e, e_e, i_e, o_e, u_e
VCC Patterns: ind, ild, igh, old, olt, oll, olk
Rule Breakers: ew, eu (Put one card on
the sun and one on the cloud.)

olt

oll



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













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Picture-Word Lotto

This activity gives students a chance to practice reading and identifying the meaning of words. Students read color-coded word cards and place them on the matching picture on a game board. Each vowel or vowel pattern is printed in a specific color, to indicate the sound. For example, the letter *a* is printed in a bright red color to indicate the short a sound. However, the *a_e* pattern is printed in a dark red color to indicate the long vowel sound.





















bus

cup

u			 Sound City Reading	
$\begin{array}{r} 2 \blacktriangle \\ + 3 \blacktriangle \\ \hline 5 \leftarrow \end{array}$	nut			
				
				

To prepare the activity: 1) Print the game boards on heavy white paper or white cardstock. Each board has a left and right page. There are two ways you can put them together. If the pages were printed on paper, glue them to the inside of a file folder, with the center edges at the fold line. If the pages were printed on cardstock, laminate them separately and then tape them together along the center edges, so that they can fold to be stored. 2) Print the word card pages on white cardstock. Laminate them, then cut the cards apart. Place the pieces in a labeled envelope or plastic bag, and store them inside the folded game board.

Note: In some games, all of the words have the same phonetic pattern. In other games, the left side of the folder has one pattern and the right side has a different pattern. For example, the Short A folder has all short *a* pictures and words. The Short/Long A folder has short *a* pictures on the left side and long *a* pictures on the right side, with corresponding word cards. At the top of the page, the sound pictures, from the sound story, show the correct sound.

a			a_e	 A Have. Read. Spelling. All. Great. Phonics. Sound. Pictures. Words. Fun!	
					
		snack			
				snake	

tap

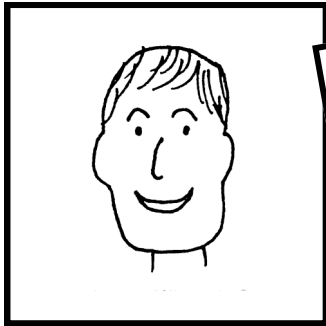
gate

To play the game: One student can do this activity independently, or students can work in pairs, taking turns. Students should start by saying the sound for the letter pattern(s) and sound picture(s) at the top of the board. Then students select a word card, read the word, and place it directly on top of the matching picture. Continue until all the words have been placed on the board.

Extension Activity: After placing all the words on the board, students could copy the words onto lined paper. They could also draw a small picture beside each word to illustrate it. They might also choose one or more words, and write a sentence containing each word.

Short A Picture-Word Lotto

Word Cards

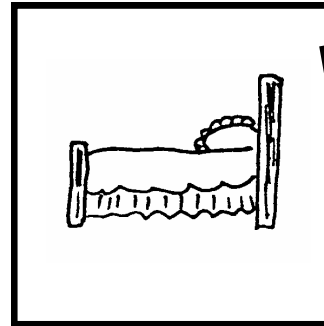


man

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Short E Picture-Word Lotto

Word Cards

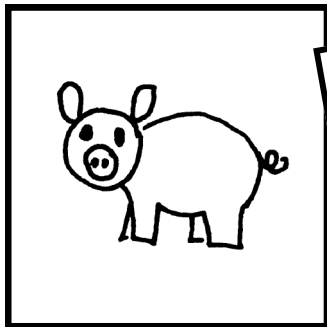


bed

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Short I Picture-Word Lotto

Word Cards

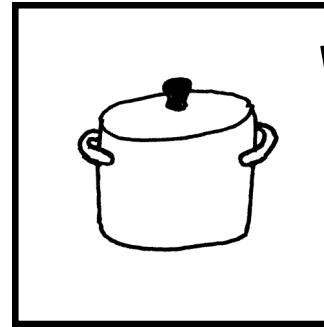


pig

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Short O Picture-Word Lotto

Word Cards

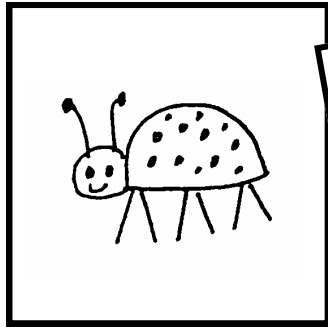


pot

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Short U Picture-Word Lotto

Word Cards



bug

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A / A_E Picture-Word Lotto

Word Cards

van

vane

© 2014 by Kathryn J. Davis

E / E_E Picture-Word Lotto

Word Cards

pet

Pete

© 2014 by Kathryn J. Davis

I / I_E Picture-Word Lotto

Word Cards

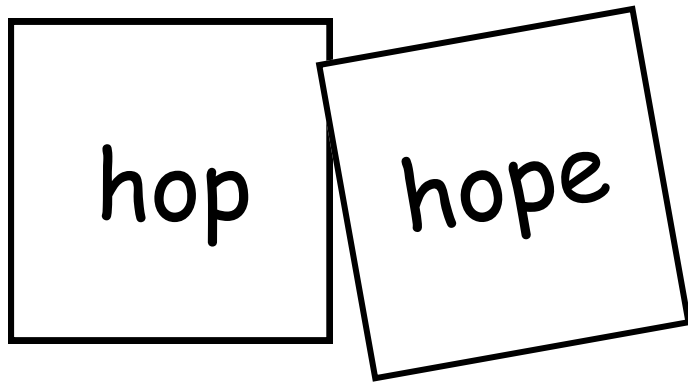
pin

pine

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O / O_E Picture-Word Lotto

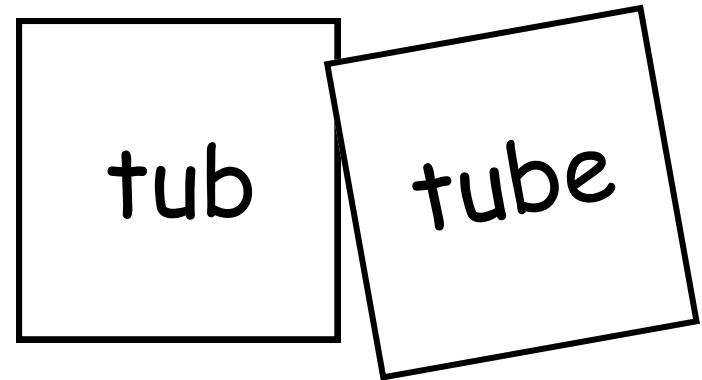
Word Cards



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U / U_E Picture-Word Lotto

Word Cards



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The Treasure Chest Game - January 2014

In this activity, students pronounce advanced consonant patterns, vowel patterns, and ending syllables. Use this game with *Advanced Phonics Patterns From Children's Books*. The patterns in the game are in the order they are taught in the book. You can use the game as a preview of the patterns to be learned as you work through the patterns and as a review afterwards.

These are the patterns in each game. There are enough pieces for up to six to eight students.

Set 1: mb/lamb, ugh/laugh, gu/guess, ph/phone, ï/pizza, _ze/freeze, ye/rye, ch/chorus, ch/chef, tion/addition

Set 2: tain/curtain, bu/building, ought/bought, ou/country, ous/enormous, t/castle, ace/necklace, dge/fudge, i/onion

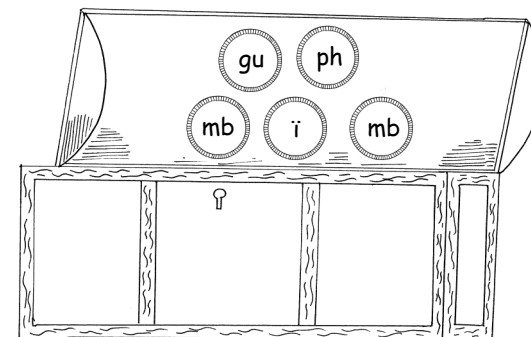
Set 3: ture/nature, ive/detective, sc/scissors, cial/special, sure/pressure, sure/measure, sua/unusual, qua/quarrel, squa/squash, cian/magician

Set 4: swa/swan, y_e/type, y/gymnastics, rh/rhino, gn/gnat, mn/autumn, ate/pirate, ice/notice, tu/spatula

Set 5: x/exhaust, qu/antique, h/herb, tial/initials, tient/quotient, ine/medicine, ïne/gasoline, sion/mansion, sion/television, ious/furious

Set 6: cious/delicious, tious/nutritious, e/ballet, ite/opposite, age/luggage, äge/garage, th/thyme, x/xylophone, z/azure

To prepare the activity: Print the treasure chest on legal sized card stock. Print the gold coins on gold letter sized card stock. Laminate the treasure chest pages and gold coin pages if desired for extra wear. Cut the gold coins apart to make separate cards.



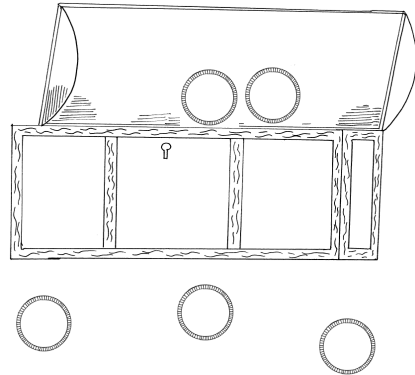
Setting up the game: Place the pieces face down on the table. Pass out a treasure chest to each student. Have sound charts available (wall charts or the charts in the book) for students to check if they are unsure of the sound. Model and assist as needed.

To do the activity: Students choose a gold coin piece and say the sound or sounds. If correct, the student places the piece on his or her treasure chest. If incorrect, the teacher models the sound, the group repeats it, and the piece is placed face down back on the table. If a student picks a piece with a man finding a treasure chest, it should be placed on his or her treasure chest. The student then immediately takes another turn. When all the pieces are taken or when the allotted time has ended, students count their pieces. The student with the most pieces wins.

Optional: If a student pronounces a pattern incorrectly, the piece is placed into the letter swamp.

Treasure Chest Game 1

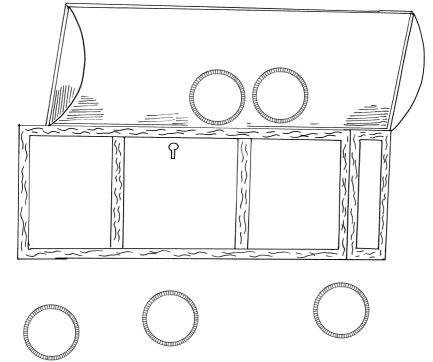
mb/lamb
ugh/laugh
gu/guess
ph/phone
i/pizza
_ze/freeze
ye/rye
ch/chorus
ch/chef
tion/addition



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Treasure Chest Game 2

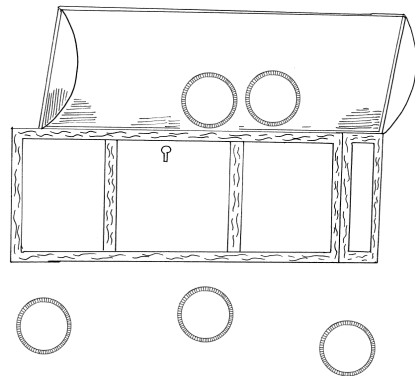
tain/curtain
bu/building
ought/bought
ou/country
ous/enormous
t/castle
ace/necklace
dge/fudge
i/onion



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Treasure Chest Game 3

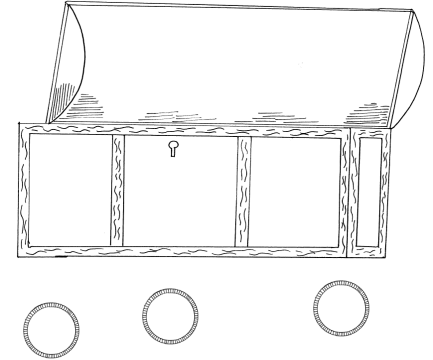
ture/nature
ive/detective
sc/scissors
cial/special
sure/pressure-measure
sual/unusual
qua/quarrel
squa/squash
cian/magician



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Treasure Chest Game 4

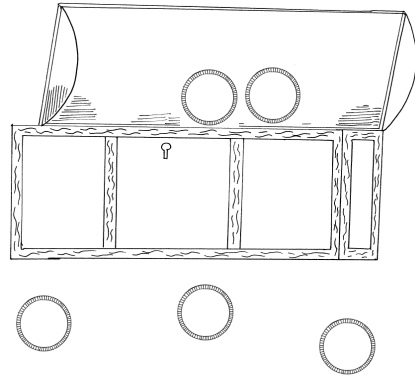
swa/swan
y_e/type
y/gymnastics
rh/rhino
gn/gnat
mn/autumn
ate/pirate
ice/notice
tu/spatula



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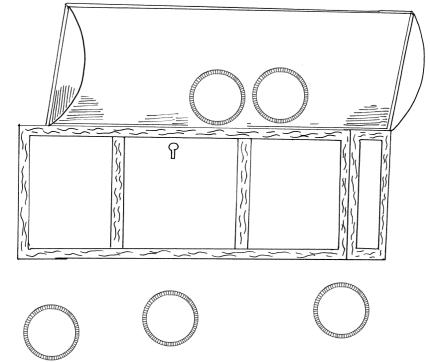
Treasure Chest Game 5

x/exhaust
qu/antique
h/herb
tial/initials
tient/quotient
ine/medicine
ine/gasoline
sion/mansion-television
ious/furious



Treasure Chest Game 6

cious/delicious
tious/nutritious
ë/ballet
ite/opposite
age/luggage
age/garage
th/thyme
x/xylophone
z/azure



Ending Blends Truck Game - All

Short A Ending Blends: ask, and, ast, amp, aft

Short I Ending Blends: ist, isk, ift, ind, ilk

Short O Ending Blends: ond, omp, oft, olf, ost; Long O: ōst

Short U Ending Blends: ump, unt, ulb, ust, usk

Short E Ending Blends: est, esk, elt, elf, elp,
eld, end, ent, ext, ept

Beginning Sound Cards

To prepare the activity: Cut the picture and letter cards apart. Stack each group of pictures with the corresponding beginning letter card. Store each set in a labeled envelope. Store the envelopes in alphabetical order in a box.

Set up: Choose several sets of cards. Be sure to select beginning letter sounds that have been taught. Start with only two sets. When the child becomes confident, work with three sets, then four. Line up the letter cards vertically on the left side of a table, or in a pocket chart. Shuffle the picture cards and place them in a stack face down.

To do the activity: The student picks one picture card at a time, names the picture, listens for the beginning sound, and places the picture to the right of the correct letter. This will build a row of pictures starting with the same sound to the right of each letter card. Students like to comment about which letter is “winning” by having the most picture cards beside it as the game is played. Be sure to tell the student the names of any unfamiliar pictures.

Picture names:

a - ant, attic, anchor, alligator, astronaut, ankle, apple
b - book, ball, bed, bus, boat, bird, boy
c - cat, car, cup, cow, castle, cap, carrot
d - dinosaur, door, duck, doll, dog, dish, dollar
e - egg, Eskimo, escalator, elevator, elephant, elf, edge
f - fan, feet, fork, fish, fire, food, farm
g - gum, gas, gate, goat, garage, gold, girl
h - hat, horse, hose, house, hair, hammer, hawk
i - in, igloo, ink, iguana, Indian, insect, inchworm
j - jet, jam, jeep, jump, jacket, Jack-in-the-box, jeans
k - kick, kangaroo, kite, kiss, key, king, kitten
l - leg, leaf, ladder, lamb, lake, little, laugh
m - mop, mouse, moon, milk, moth, me, mask
n - nut, nest, nose, nurse, net, nickel, nap
o - ox, olive, ostrich, octopus, opposite, octagon, off
p - pig, pie, pocket, paint, purse, pool, push
qu - quilt, queen, quail, quack, quarrel, quiz, quill
r - run, rocket, rabbit, rain, ring, rope, rose
s - sun, sock, seal, sing, soup, sail, sad
t - tag, tulip, tent, tub, tail, tea, tall
u - up, umbrella, under, umpire, udder, us, unhappy
v - van, volcano, violin, vest, volleyball, valley, veil
w - web, wig, worm, wagon, wasp, wind, wink
x - (ending sounds) box, fix, ax, tux, fox, mix, six
y - yo-yo, yak, year, yarn, yawn, yard, yolk
z - zigzag, zipper, zebra, zero, zoo, zucchini, zoom