



Activities for
Letters and Words



Activities for Letters and Words

- Sight word activities
- Same/different, matching, categories/sorting
- Word walls/word families
- Rhyming/Segmenting/Blending Syllables
- Make and Break/Making Words

Word Bowling


➤ **Objective:** Student identify sight words.

➤ **Materials:**

- Sight Word List - 10 words per student
- Bowling Ball Pattern (One bowling ball for each target word)
- Write sight word on bowling ball. (Write 1 to 10 on the back of each card based on the difficulty of sight word.)
- Score Card
- Bag



Word Bowling (Continued)

- **Activity:** Students pull bowling ball word out of the bag and read it. If the word is read correctly, the student receives the score written on the back of the card; if it is read incorrectly, it is a “gutter ball” – no points. Record points on the score card.
 - **Adaptations:**
 - letters and sounds
 - sentences on bowling balls.
- 

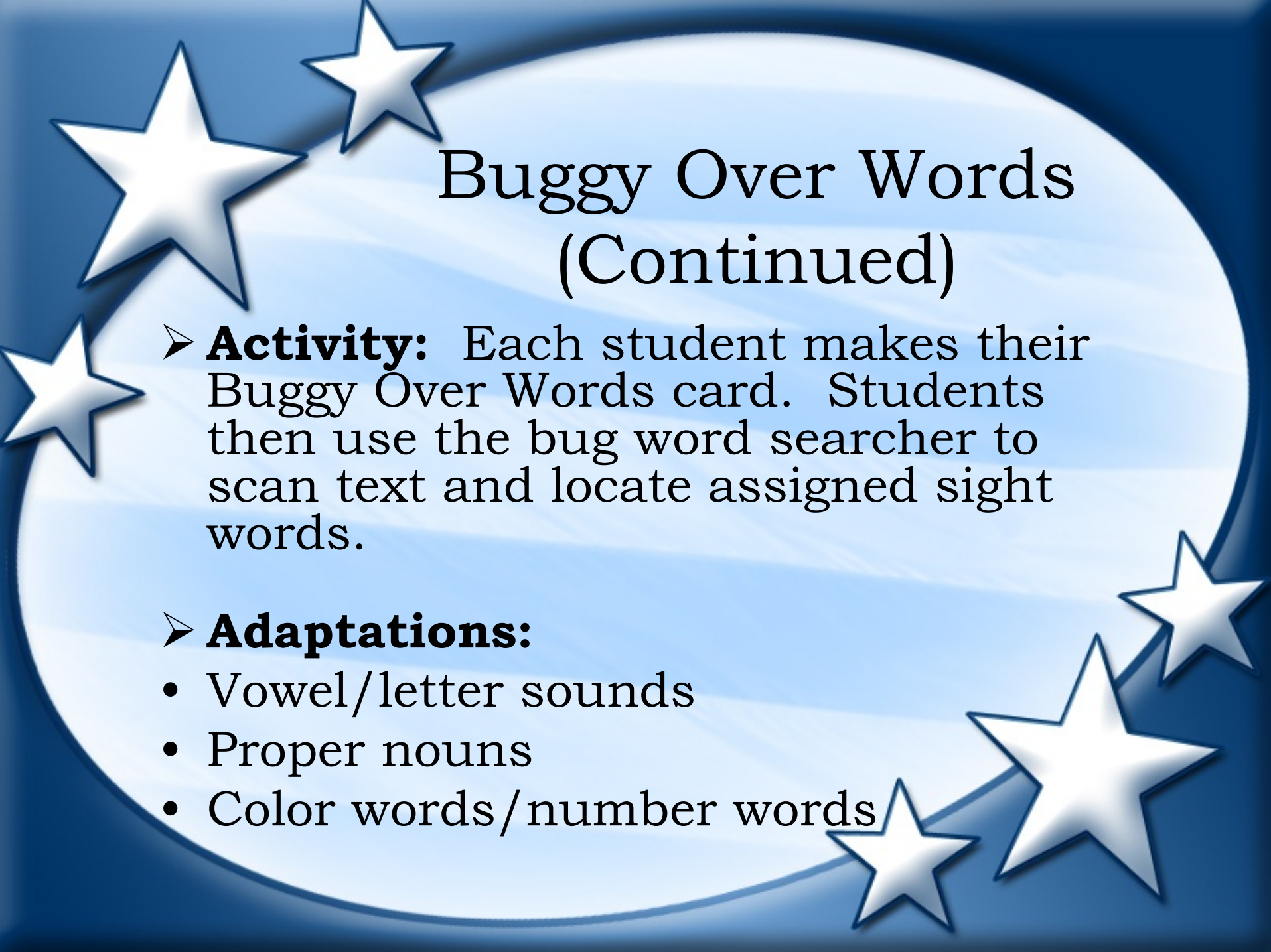


Buggy Over Words

➤ **Objective:** To develop success with reading sight words

➤ **Materials:**

- Buggy Over Words reproducible
 - Scissors
 - Markers
- 



Buggy Over Words (Continued)

➤ **Activity:** Each student makes their Buggy Over Words card. Students then use the bug word searcher to scan text and locate assigned sight words.

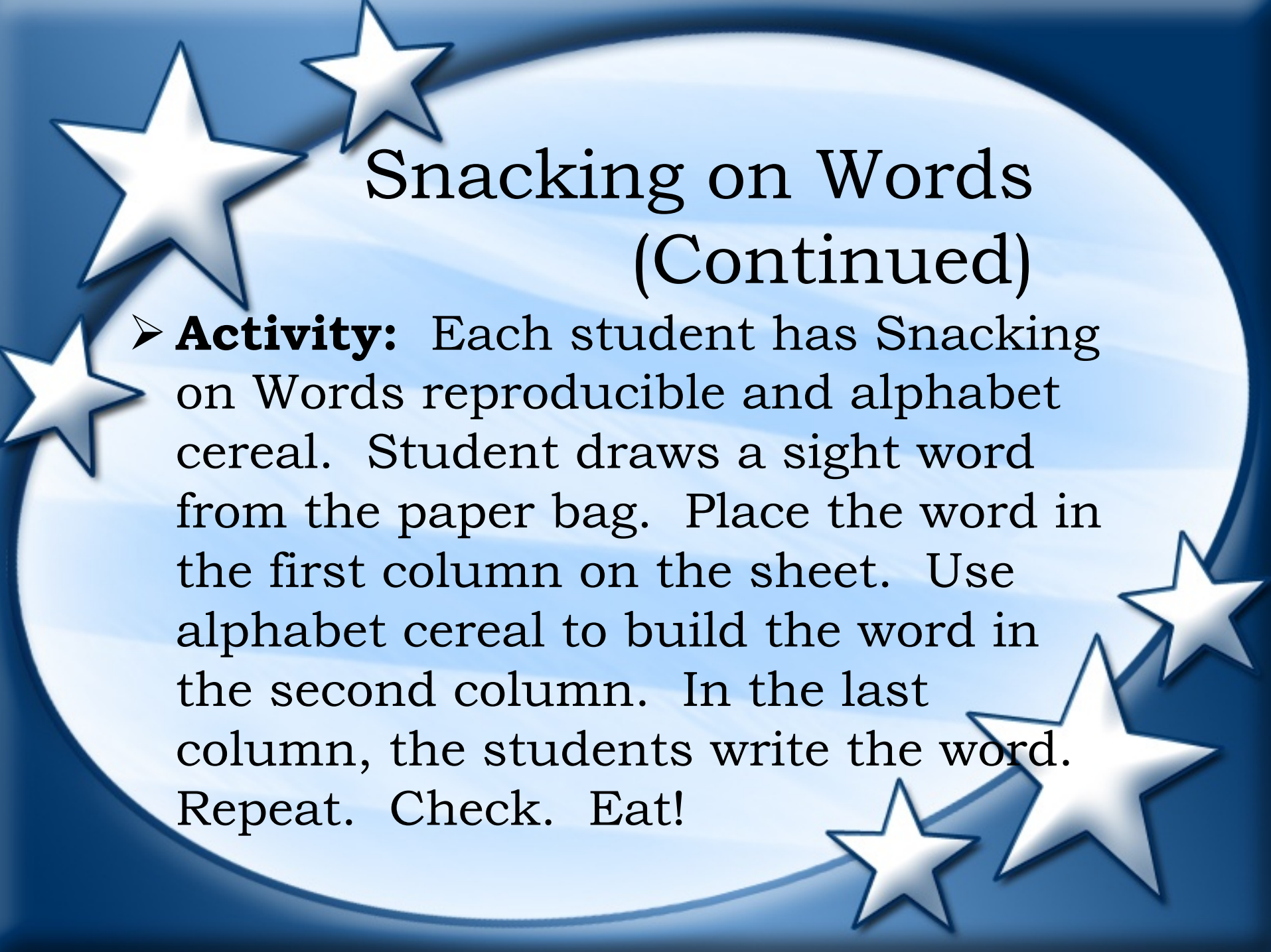
➤ **Adaptations:**

- Vowel/letter sounds
- Proper nouns
- Color words/number words

The slide features a dark blue background with a large, light blue, wavy-edged oval in the center. Several white, five-pointed stars with blue outlines are scattered around the oval, some overlapping its edges. The title 'Snacking On Words' is centered within the oval in a black serif font.

Snacking On Words

- **Objective:** Students will learn high-frequency words.
- **Materials:**
 - List of sight words
 - Snacking on Words reproducible
 - Scissors
 - Paper Bag
 - Alphabet Cereal

The slide features a dark blue background with a large, light blue oval in the center. Several white, five-pointed stars with a slight shadow are scattered around the oval. The title 'Snacking on Words (Continued)' is centered within the oval in a black, serif font.

Snacking on Words (Continued)

- **Activity:** Each student has Snacking on Words reproducible and alphabet cereal. Student draws a sight word from the paper bag. Place the word in the first column on the sheet. Use alphabet cereal to build the word in the second column. In the last column, the students write the word. Repeat. Check. Eat!



Snacking On Words (Continued)

➤ **Adaptations:**

- Use with vocabulary
- Use with names of classmates
- Use with science words
- Use with social studies words
- Use with number/color words
- Use with seasonal words

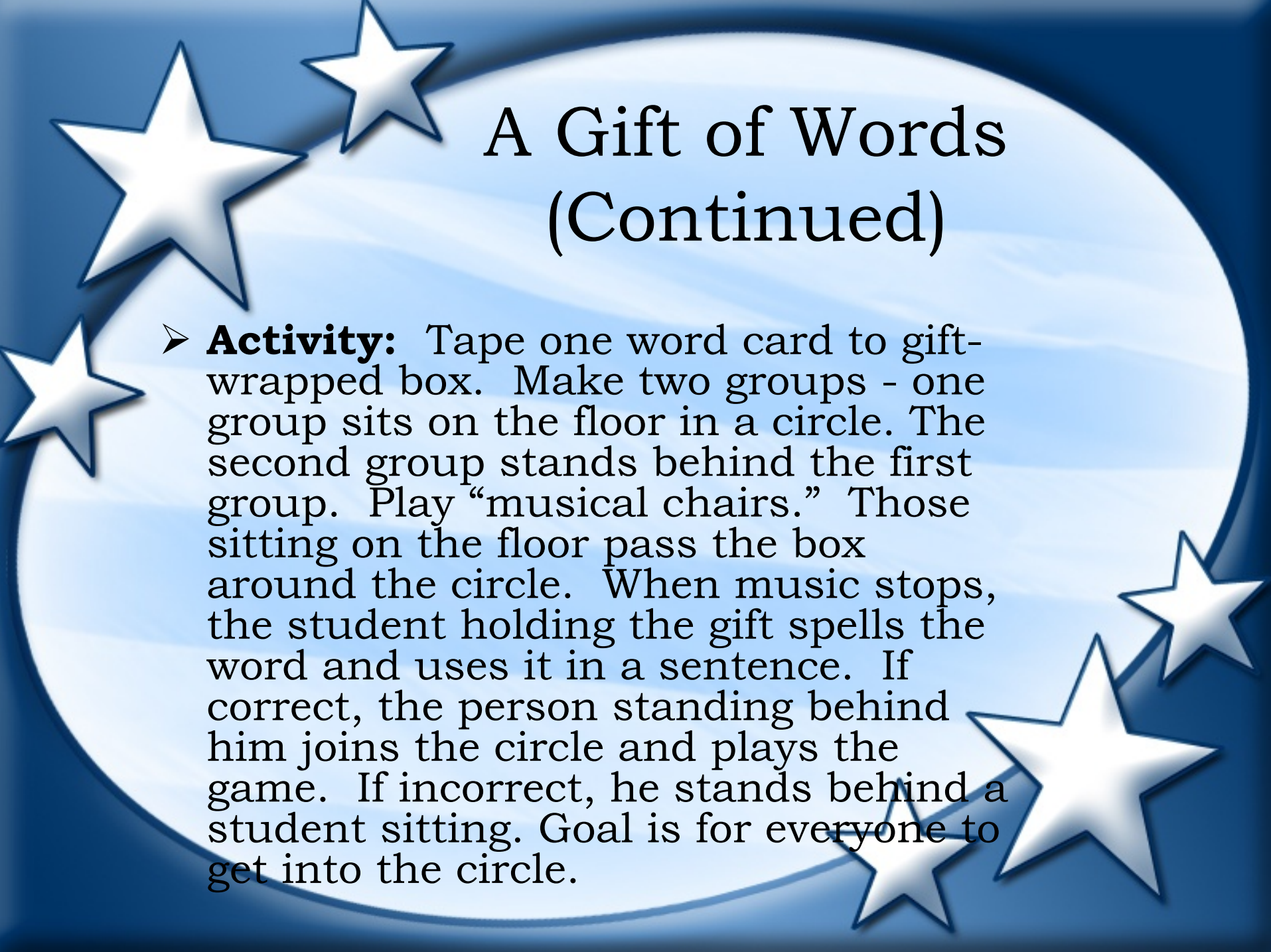


A Gift of Words

➤ **Objective:** Increase student's ability to read sight words.


➤ **Materials:**

- Index cards
- Masking tape
- Small gift-wrapped box
- Cassette/cassette player
- CD player



A Gift of Words (Continued)

- **Activity:** Tape one word card to gift-wrapped box. Make two groups - one group sits on the floor in a circle. The second group stands behind the first group. Play “musical chairs.” Those sitting on the floor pass the box around the circle. When music stops, the student holding the gift spells the word and uses it in a sentence. If correct, the person standing behind him joins the circle and plays the game. If incorrect, he stands behind a student sitting. Goal is for everyone to get into the circle.




A Gift of Words (Continued)

➤ **Adaptations:**


- Use with individual letters and sounds
- Use with vocabulary words
- Use with first names at the beginning of the year
- Use with birthday words
- Use with character words like honesty, kindness, etc.



Activities for Same/Different,
Matching and Categories



Activities for Same/Different, Matching and Categories

- ❖ Alphabet Memory Game
 - ❖ Which Ones Share a Common Sound?
 - ❖ Word Pattern Match
 - ❖ Letter-Sound Dominoes
- 



Alphabet Memory Game


➤ **Objective:** The student will identify letters of the alphabet.

➤ **Materials:**

- Set of Upper and Lower Case Letters
- 



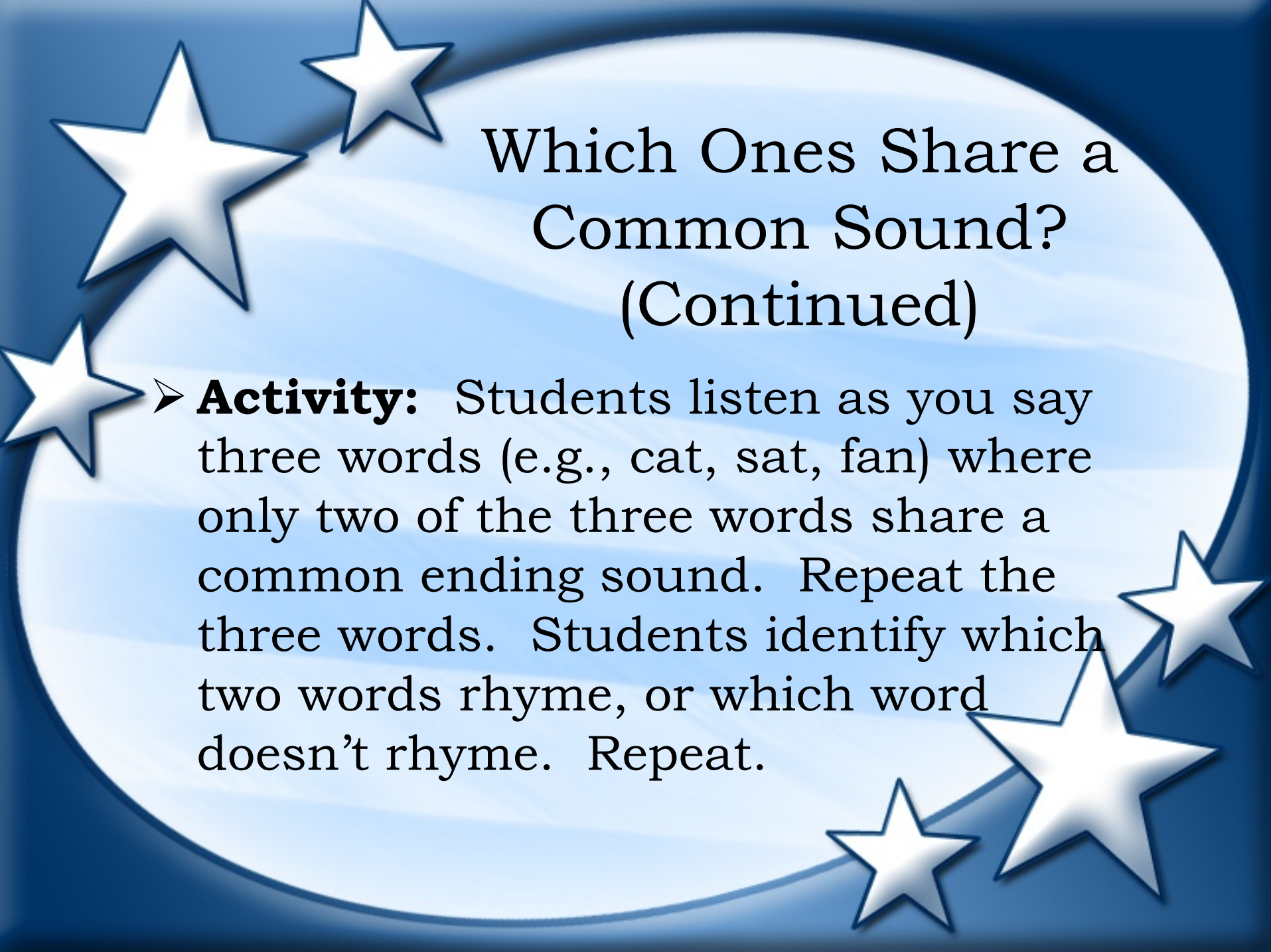
Alphabet Memory Game (Continued)

- **Activity:** Play “concentration” game with cards.
 - **Adaptations:**
 - Same vowel sound
 - Same blends
 - Initial sound pictures to words
- 



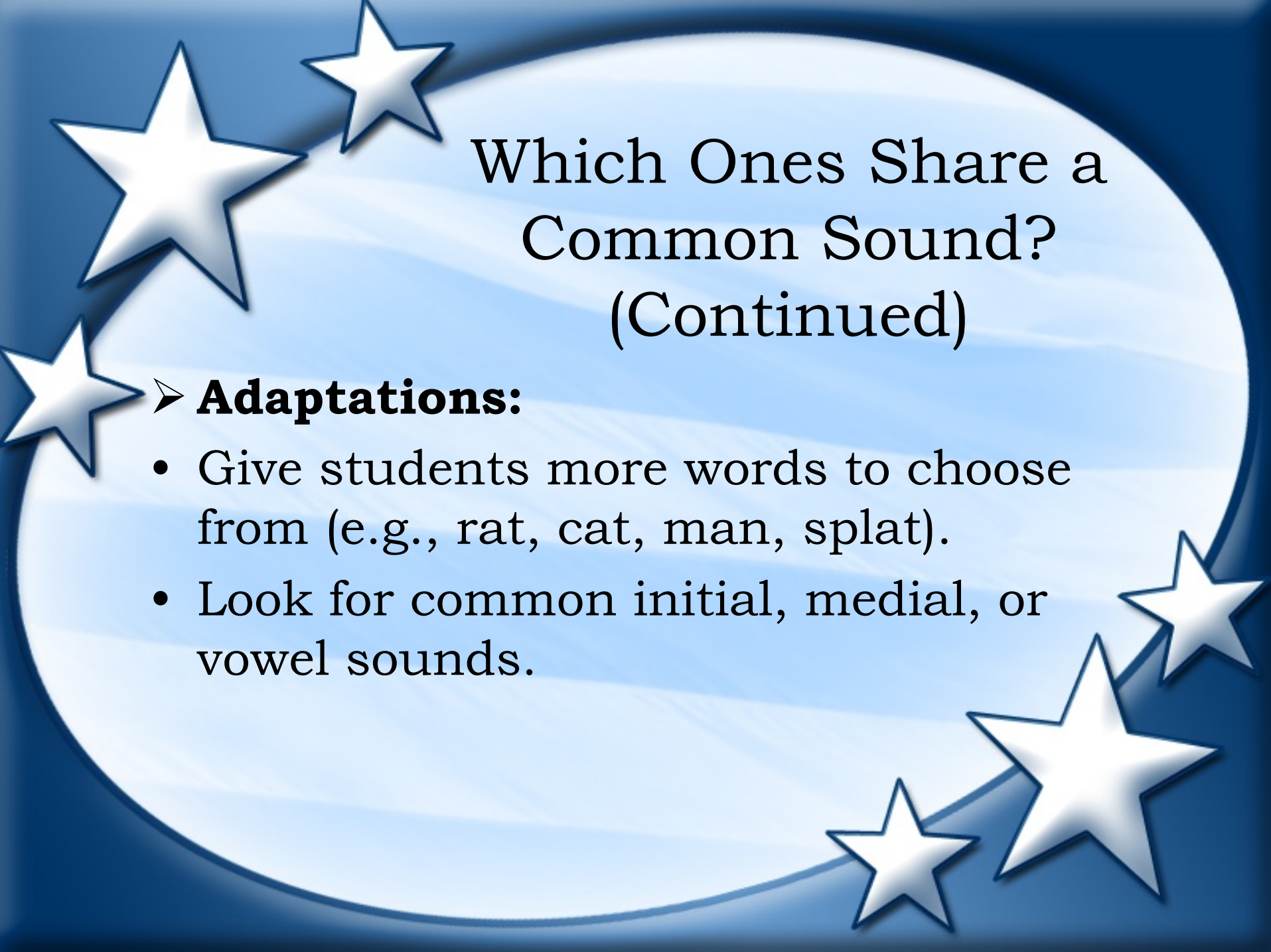
Which Ones Share a Common Sound?

- **Objective:** Students will identify rhyming words (words with common ending sounds or rimes).
- **Materials:**
 - Word cards



Which Ones Share a Common Sound? (Continued)

- **Activity:** Students listen as you say three words (e.g., cat, sat, fan) where only two of the three words share a common ending sound. Repeat the three words. Students identify which two words rhyme, or which word doesn't rhyme. Repeat.



Which Ones Share a Common Sound? (Continued)


➤ **Adaptations:**

- Give students more words to choose from (e.g., rat, cat, man, splat).
- Look for common initial, medial, or vowel sounds.


The slide features a dark blue background with a large, light blue oval in the center. Several white, five-pointed stars with blue outlines are scattered around the oval, some overlapping its edge. The title 'Word Pattern Match' is centered within the oval in a black serif font.


Word Pattern Match

- **Objective:** Student matches cards that have the same ending pattern.
- **Materials:**
 - Word cards from familiar word pattern
 - A second set of word cards with a pattern that is somewhat new



Word Pattern Match (Continued)

- **Activity:** Pick three cards - two that share pattern and one that does not. Ask the students “Is there a word in this group that has a pattern that doesn’t match the others? Sort the cards by word pattern. Repeat.
 - **Adaptations:**
 - Rhyming words
 - Word Wall words
- 

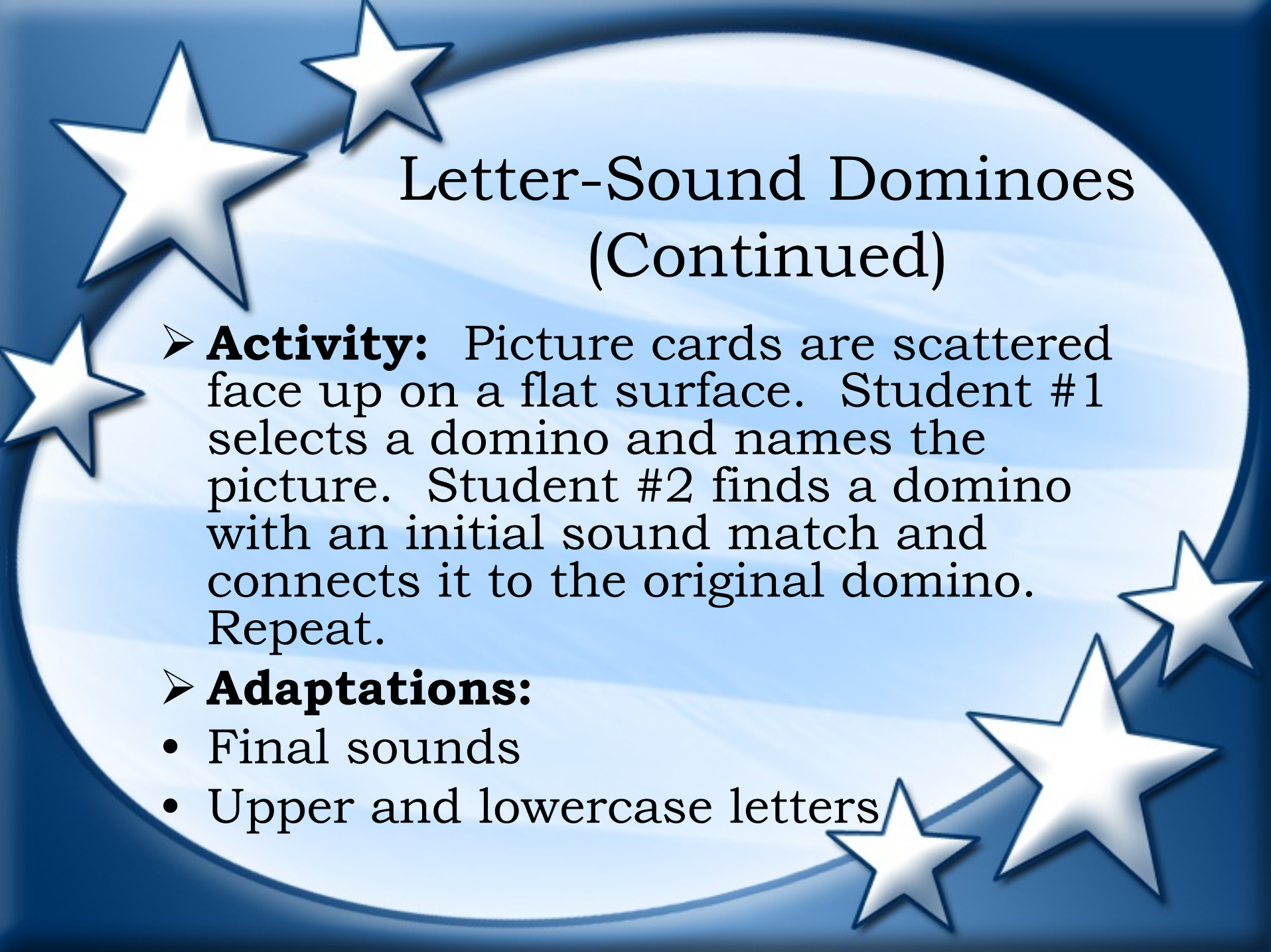


Letter-Sound Dominoes

➤ **Objective:** Student will match initial sounds to letters.

➤ **Materials:**

- Set of domino picture/letter cards
- 

The slide features a dark blue background with a large, light blue oval in the center. Several white, five-pointed stars with blue outlines are scattered around the oval, some overlapping its edges. The title is centered within the oval.

Letter-Sound Dominoes (Continued)


➤ **Activity:** Picture cards are scattered face up on a flat surface. Student #1 selects a domino and names the picture. Student #2 finds a domino with an initial sound match and connects it to the original domino. Repeat.

➤ **Adaptations:**

- Final sounds
- Upper and lowercase letters



Activities for Word Walls
and Word Families



Activities for Word Walls and Word Families

- Change One Letter
- Word Swat
- Word Walking

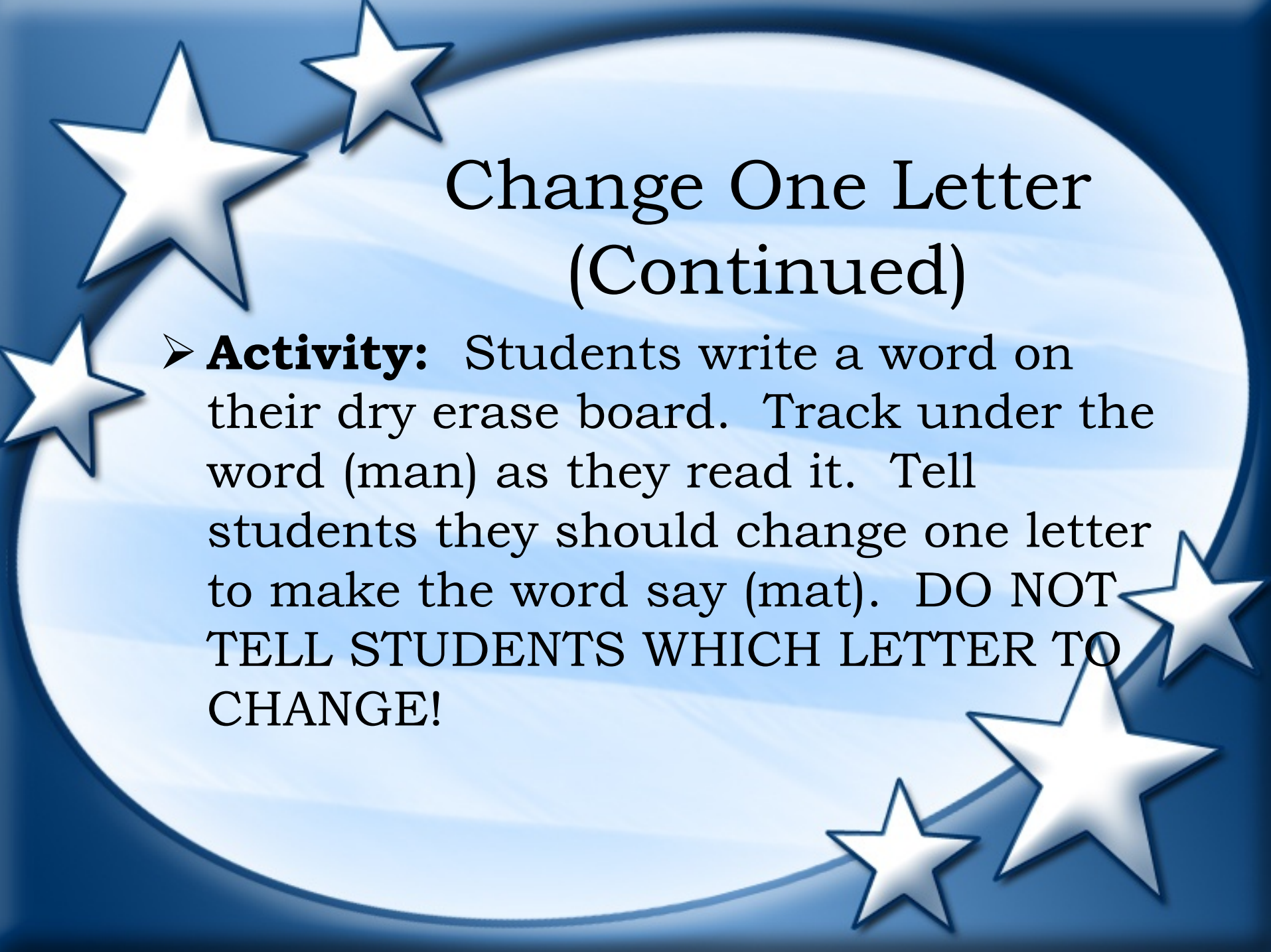


Change One Letter

➤ **Objective:** Knowledge of letter-sound correspondence and awareness of phonological sound placement to write and change words.

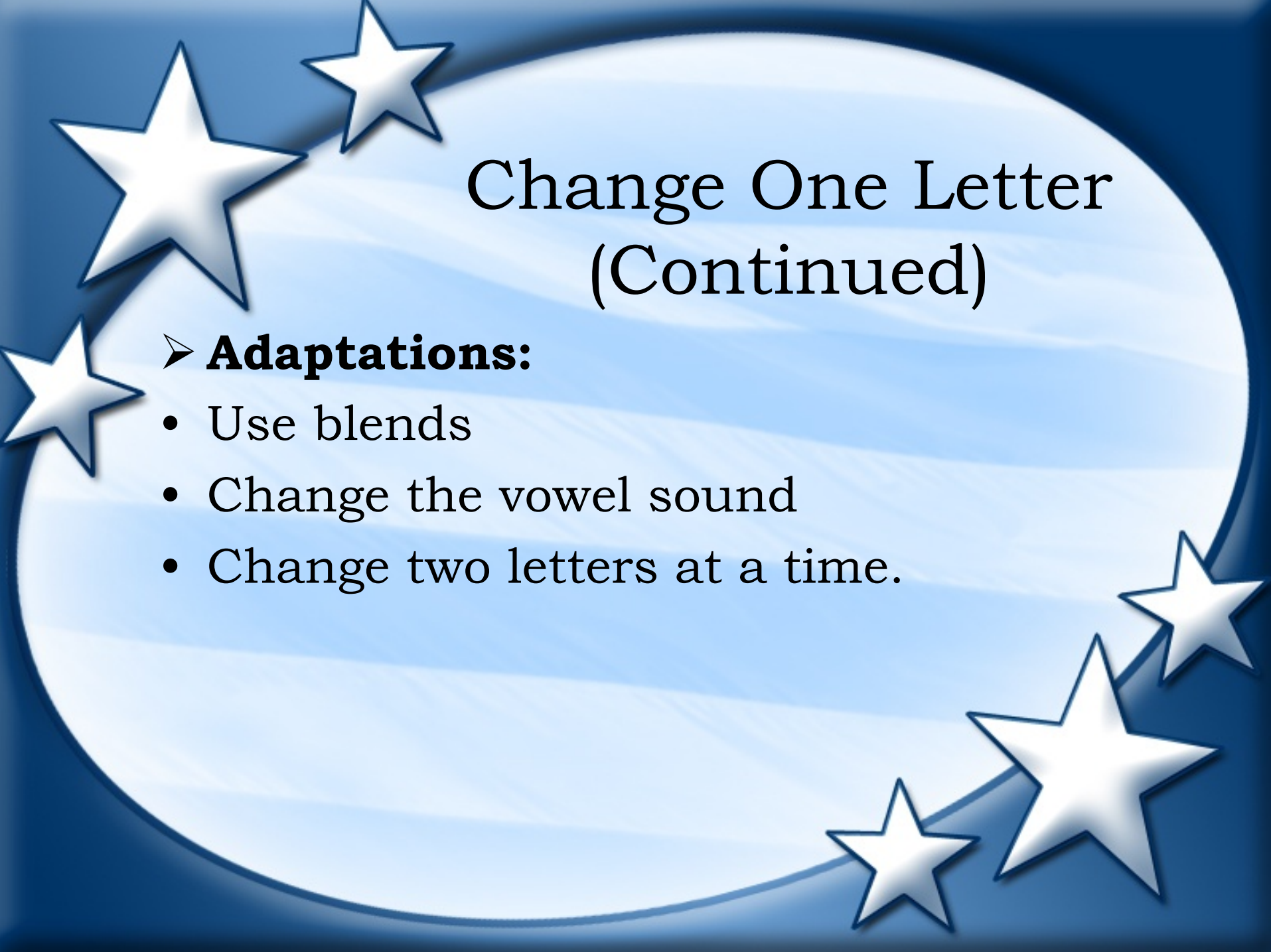
➤ **Materials:**

- Dry Erase Board and Markers
- 



Change One Letter (Continued)

- **Activity:** Students write a word on their dry erase board. Track under the word (man) as they read it. Tell students they should change one letter to make the word say (mat). DO NOT TELL STUDENTS WHICH LETTER TO CHANGE!



Change One Letter (Continued)


➤ **Adaptations:**

- Use blends
- Change the vowel sound
- Change two letters at a time.





Word Swat

- **Objective:** Blend onset and rime to make words.
- **Materials:**
 - Flyswatter
 - Rime “flies”
 - Small construction paper squares
 - Tape, pencils, paper




Word Swat (Continued)

- 
- **Activity:** Set out flyswatter and onset and rime cards. Tape cards in a column on the blank surface. Student selects two onsets and tapes one on each side of the flyswatter cover to form more words. Say words aloud and decide if they are “real” or “silly”. Write “real” words on paper.




Word Swat (Continued)

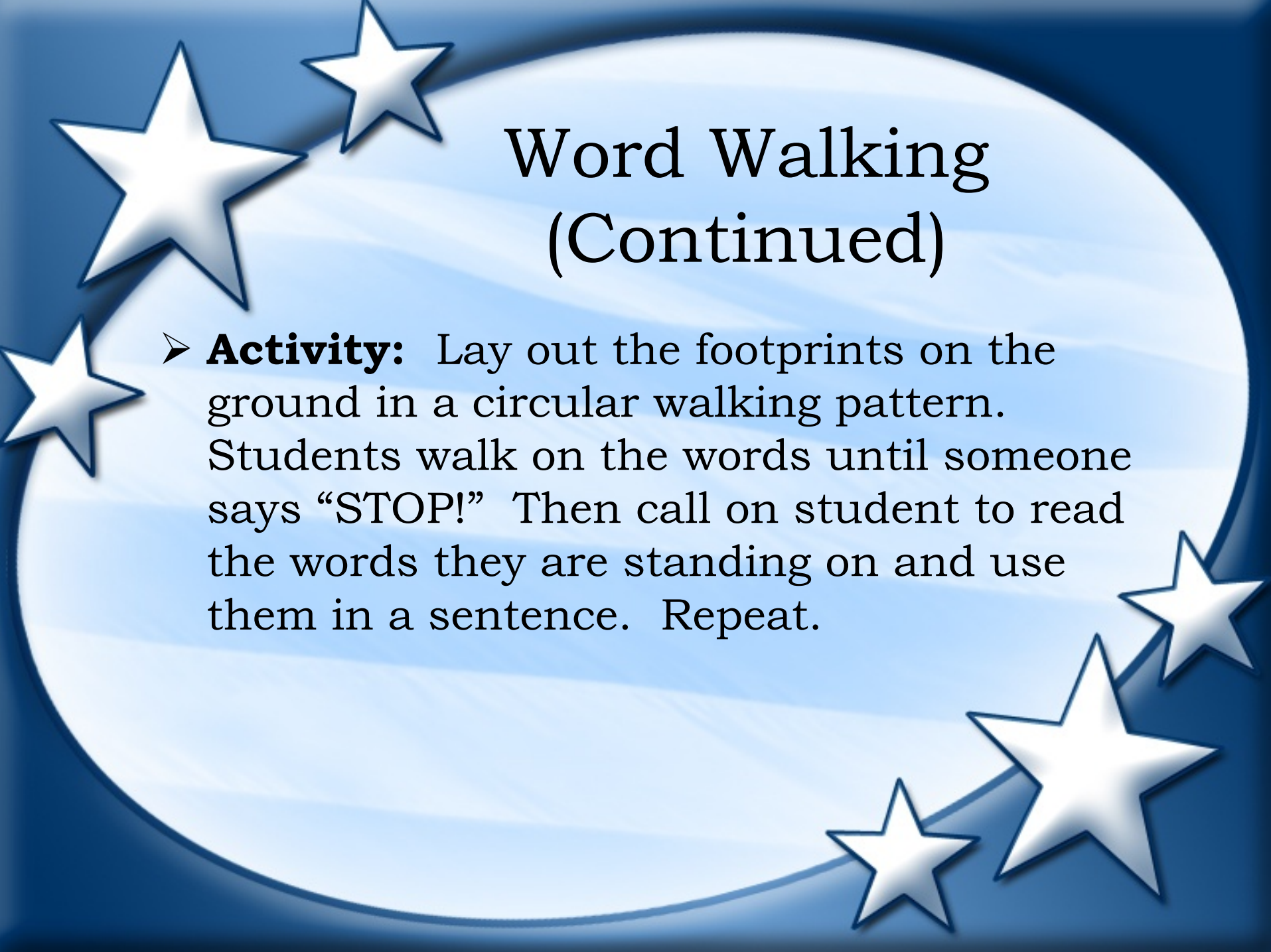
➤ **Adaptations:**

- Use with blends, digraphs
 - Make rime “flies” using blank fly (attachment)
 - Use with vocabulary words
 - Use with content area words
 - Use with word wall words
- 



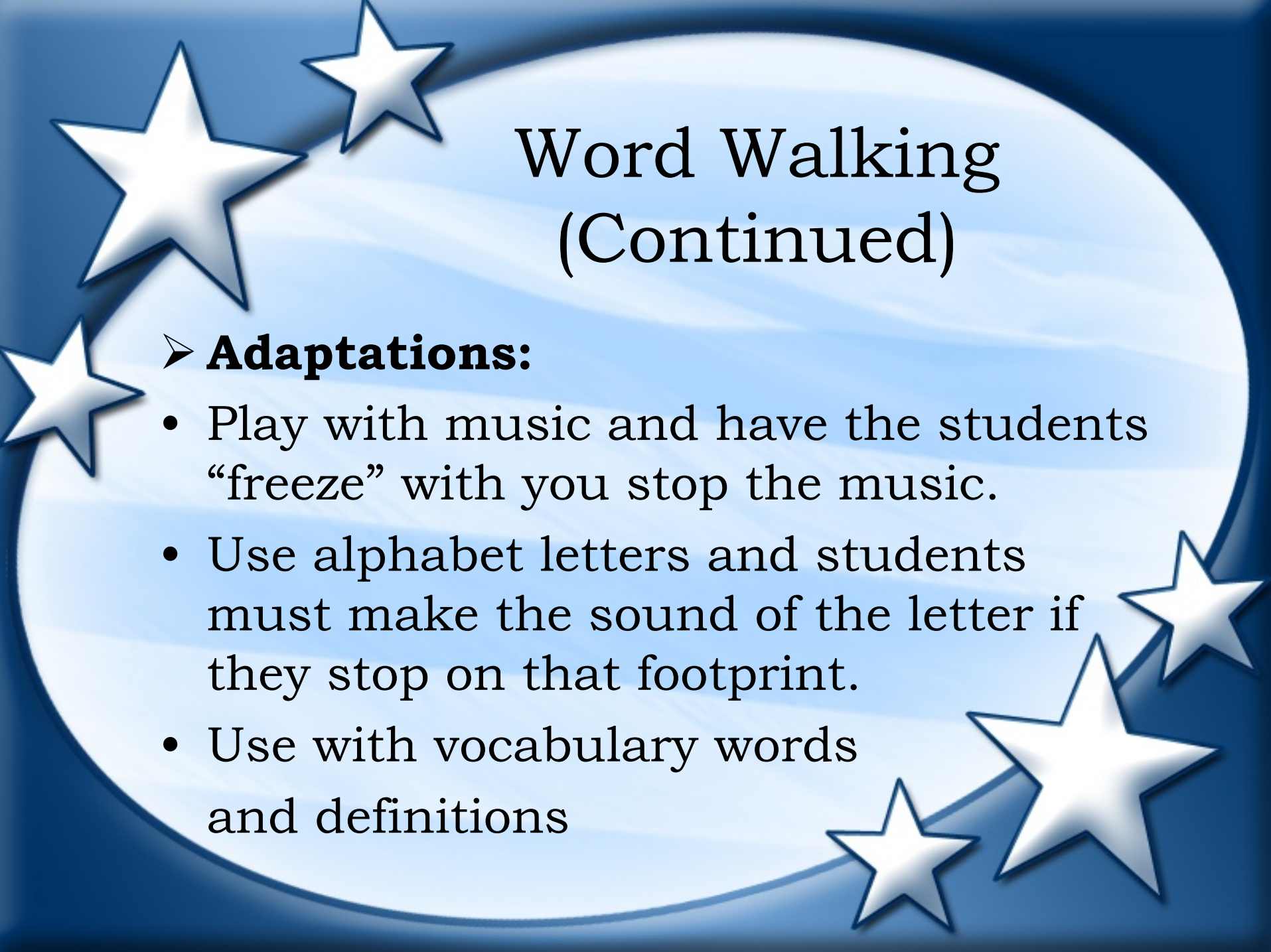
Word Walking

- **Objective:** Identify and read words from word wall.
 - **Materials:**
 - Copies of footprints (laminated)
 - Markers
- 

The background is a light blue circle with a subtle gradient, set against a darker blue background. Several white, five-pointed stars with blue outlines are scattered around the circle. The title 'Word Walking (Continued)' is centered in the upper half of the circle in a black serif font.

Word Walking (Continued)

- **Activity:** Lay out the footprints on the ground in a circular walking pattern. Students walk on the words until someone says “STOP!” Then call on student to read the words they are standing on and use them in a sentence. Repeat.




Word Walking (Continued)

➤ **Adaptations:**

- Play with music and have the students “freeze” with you stop the music.
- Use alphabet letters and students must make the sound of the letter if they stop on that footprint.
- Use with vocabulary words and definitions

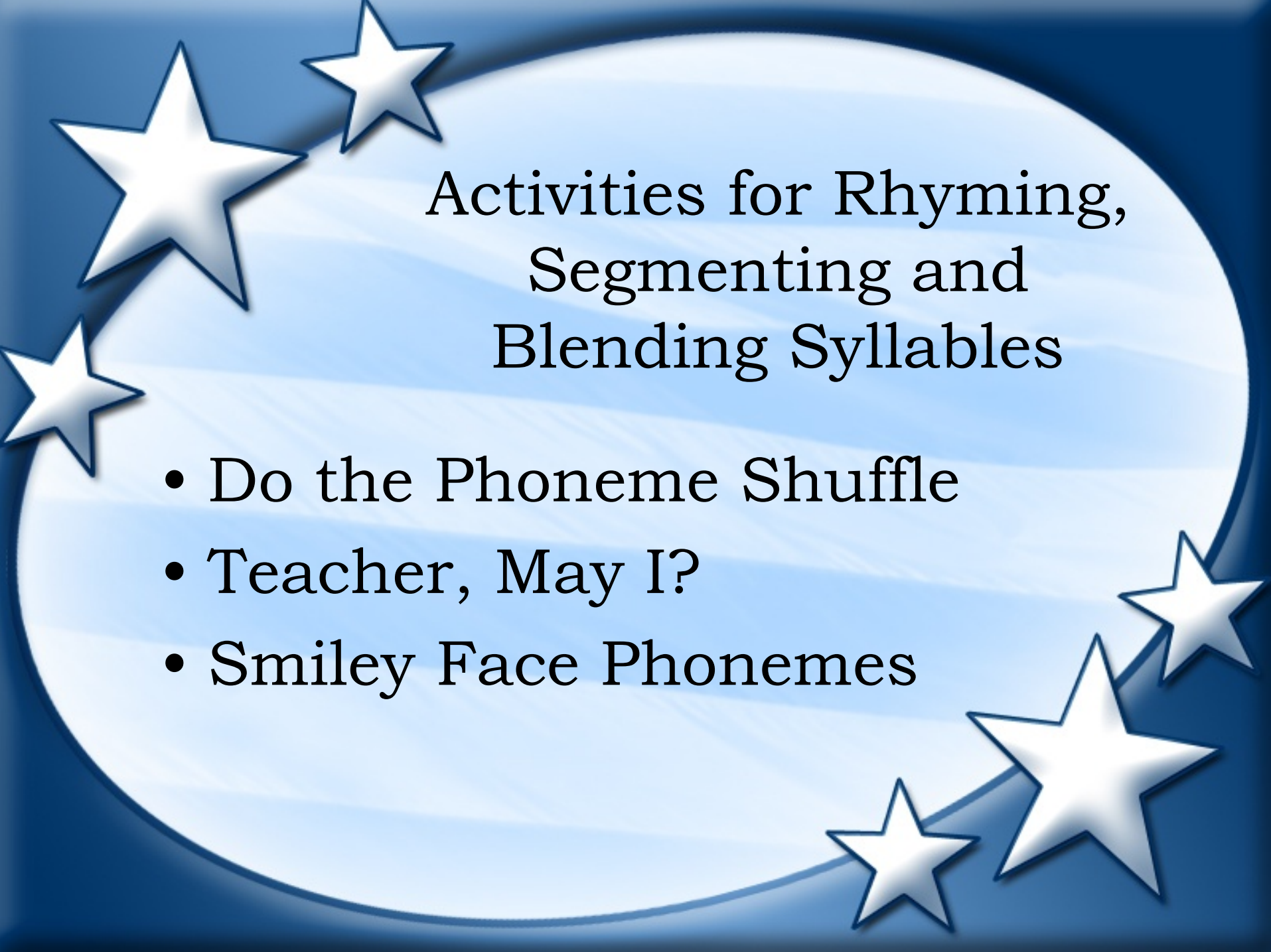


Activities for Rhyming,
Segmenting and Blending
Syllables



Activities for Rhyming, Segmenting and Blending Syllables

- Rhyming Tic-Tac-Toe
- Syllable Counting
- M&M Phonemes



Activities for Rhyming, Segmenting and Blending Syllables

- Do the Phoneme Shuffle
- Teacher, May I?
- Smiley Face Phonemes



Rhyming Tic-Tac-Toe

➤ **Objective:** When given one word, students will provide additional words that rhyme.

➤ **Materials:**

- Dry Erase Board and Markers
- 

The slide features a dark blue background with a large, light blue oval in the center. Several white, five-pointed stars with blue outlines are scattered around the oval, some overlapping its edges. The title is centered within the oval.

Rhyming Tic-Tac-Toe (Continued)

- **Activity:** Draw tic-tac-toe spaces on boards and fill with words. One student reads and tells a word that rhymes. If the word rhymes, the student places an X or O in the square. If it does not rhyme, the next student takes a turn. Continue until one student gets a “tic-tac-toe” or the board is full.



Rhyming Tic-Tac-Toe (Continued)

➤ **Adaptations:**

- Write word patterns instead of words.
- Write letters and have student name something that begins with that letter.
- States and capitals
- Antonyms/Synonyms
- Contractions

A decorative arc of five white, five-pointed stars with blue outlines and a slight 3D effect, positioned along the top-left edge of the slide.

Syllable Counting

➤ **Objective:** Visualize and indicate the number of syllables students hear in words. (Also called pushing syllables)

➤ **Materials:**

- Plastic counter chips
 - Word list
- 
- A decorative arc of four white, five-pointed stars with blue outlines and a slight 3D effect, positioned along the bottom-right edge of the slide.

The slide features a dark blue background with a large, light blue oval in the center. Several white, five-pointed stars with blue outlines are scattered around the oval, some overlapping its edges. The title 'Syllable Counting (Continued)' is centered within the oval in a black serif font.

Syllable Counting (Continued)

- **Activity:** Give each student a set of chips. Say a word. Student places a finger on the first chip and pushes it up while saying the first syllable. Then places a finger on the second chip and moves it up while saying the second syllable.
- **Adaptations:**
 - Use with individual phonemes (also called pushing sounds)




M & M Phonemes

- **Objective:** Identify and manipulate phonemes.
- **Materials:**
 - M & M Candies



M & M Phonemes (Continued)

- **Activity:** Pass out M & M's. As a word is said, move one M & M away from the pile and into a line for each sound identified. Once able to segment individual phonemes, instruct them to manipulate phonemes by moving them to other positions in the words.
- 




Do the Phoneme Shuffle!

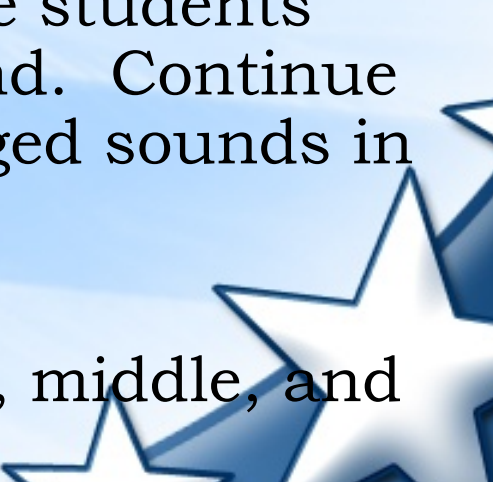
➤ **Objective:** Orally manipulate phonemes.

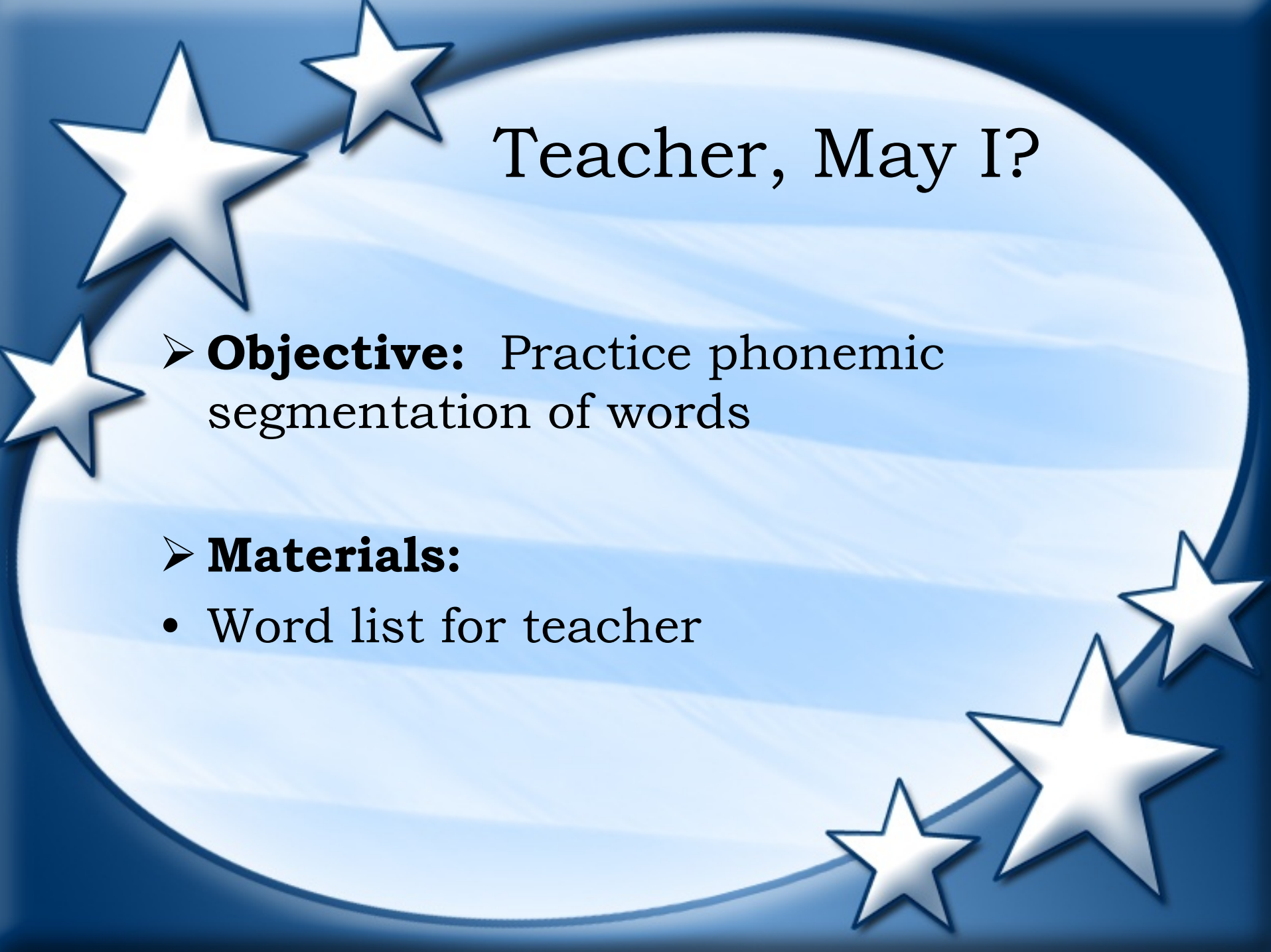
➤ **Materials:**

- NONE!!



Do the Phoneme Shuffle! (Continued)

- **Activity:** Call out a word. Ask students to take away one sound and add another sound to the remaining part of the word. After saying the new word, have the students remove and add another sound. Continue until the students have changed sounds in all positions in the word.
 - **Adaptations:**
 - Focus on changing beginning, middle, and ending sounds.
- 




Teacher, May I?

➤ **Objective:** Practice phonemic segmentation of words

➤ **Materials:**

- Word list for teacher



Teacher, May I? (Continued)

➤ **Activity:** Play game “Teacher, May I?” The first student asks “Teacher, may I?” Say “Yes, you may if you can tell me all the sounds you hear in ____.” The student responds by telling each sound he hears in the word. For every correct sound given, the student takes a step toward the teacher. Repeat with other students.

➤ **Adaptations:**

- Segment/manipulate syllables
- 

A decorative arc of five white, five-pointed stars with blue outlines and a slight 3D effect, positioned along the top-left edge of the slide.

Smiley-Face Phonemes


➤ **Objective:** Identify and isolate target phonemes

➤ **Materials:**

- Smiley-face stickers
 - Word list for teacher
- 
- A decorative arc of four white, five-pointed stars with blue outlines and a slight 3D effect, positioned along the bottom-right edge of the slide.



Smiley-Face Phonemes (Continued)



➤ **Activity:** Give a smiley-face sticker to each student to place on their thumbs. Select a target phoneme sound: “The sound we will be listening for is /s/.” Tell the students to give a thumbs-up signal when they hear the /s/ at the beginning of the word.

➤ **Adaptations:**

- Change to medial or final phoneme
- 



Activities for
Making Words



Activities for Making Words

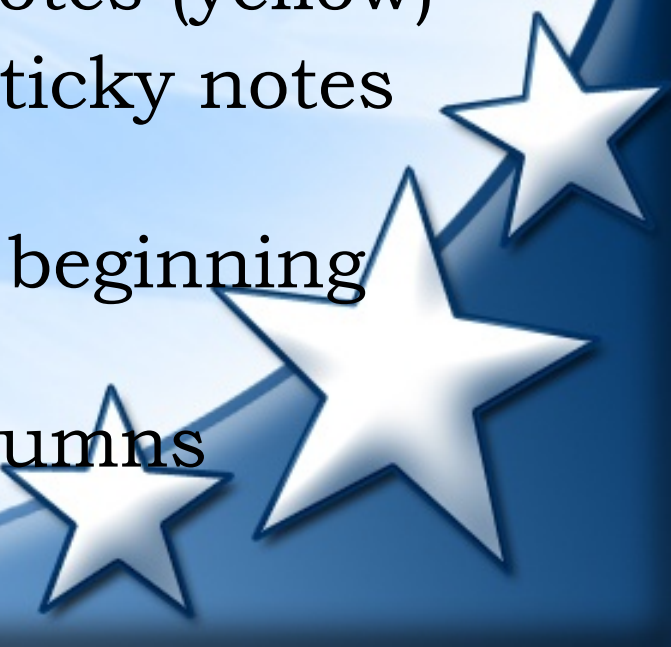
- ❖ Building Words with Blends
- ❖ S Blends
- ❖ Stand and Be Read




Building Words with Blends

➤ **Objective:** Match initial blends with word endings to read words

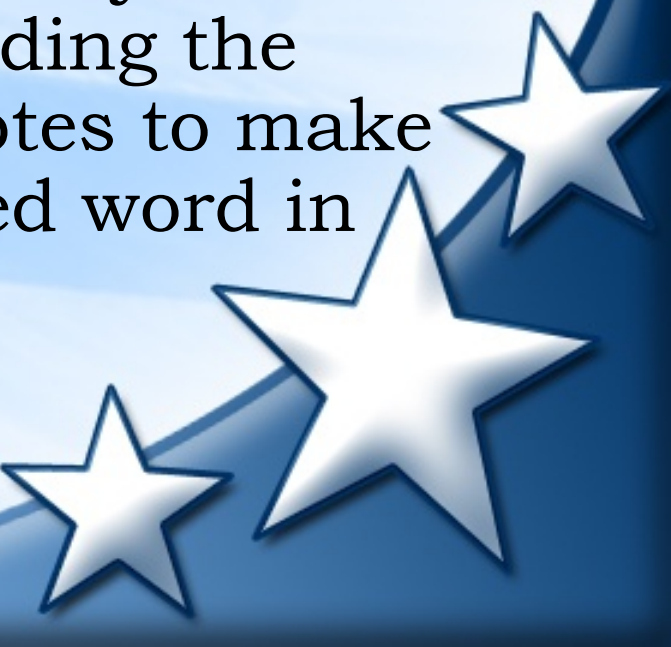
➤ **Materials:**

- Blends written on sticky notes (yellow)
 - Word endings written on sticky notes (red)
 - Cards with familiar words beginning with blends
 - Chart paper with three columns
- 



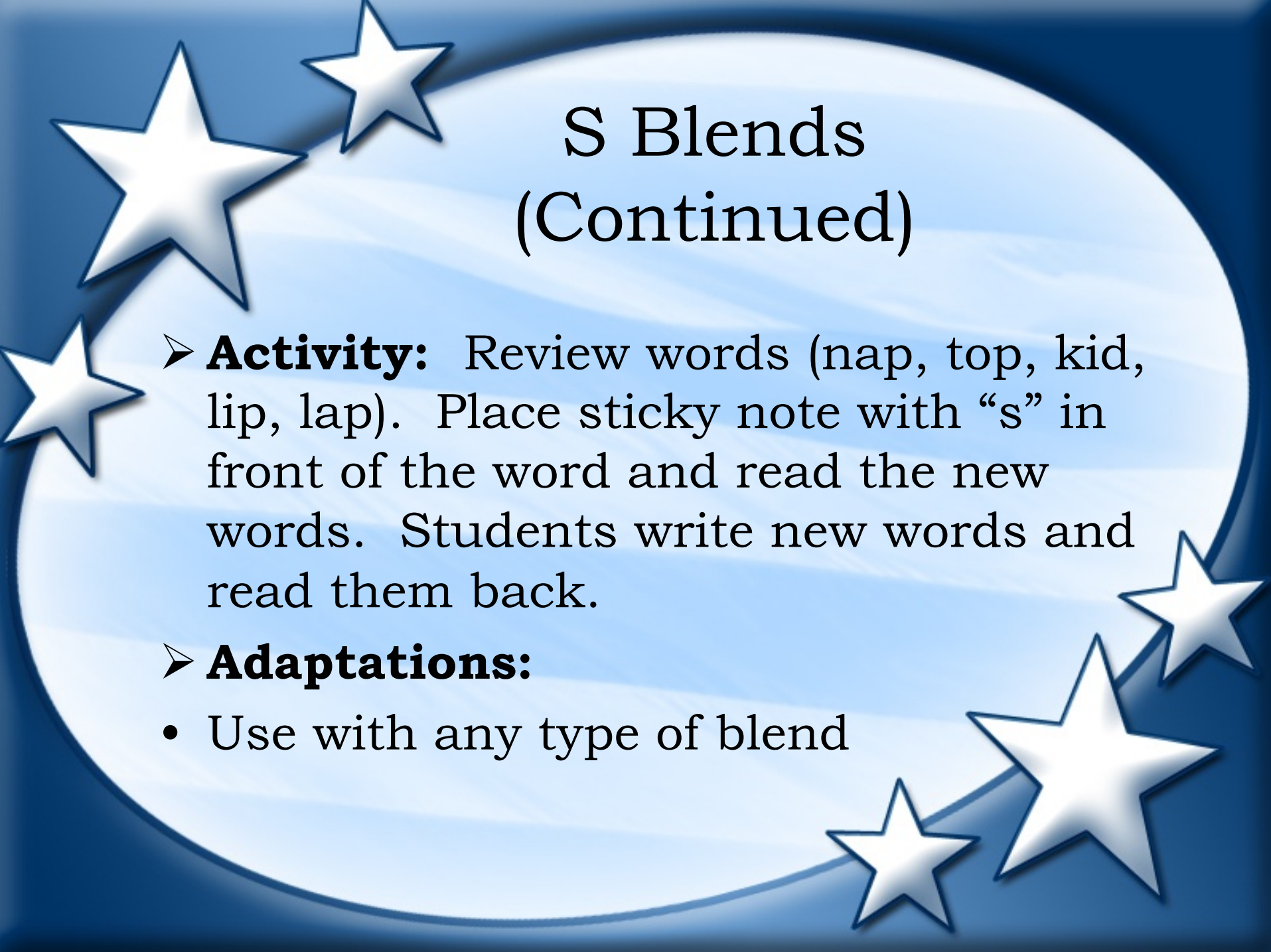
Building Words with Blends (Continued)

➤ **Activity:** Place the sticky notes in two columns on the chart paper. Students take turns selecting one sticky note from each column and reading the word built from the two notes to make a “real” word. Place created word in third column.



S Blends

- **Objective:** Read words with initial blends beginning with the letter “s” (sn, st, sk, sl).
- **Materials:**
 - Short-Vowel words written on cards or paper (e.g., nap., top, kid, lip, lap)
 - Sticky notes with the letter “s” written on them.



S Blends (Continued)

➤ **Activity:** Review words (nap, top, kid, lip, lap). Place sticky note with “s” in front of the word and read the new words. Students write new words and read them back.

➤ **Adaptations:**

- Use with any type of blend




Stand and Be Read!

- **Objective:** Create words by physically manipulating letters.
- **Materials:**
 - Chart Paper, Marker
 - List of words that when taken apart, make smaller words
 - Construction paper – write each letter of word on different color sheet




Stand and Be Read! (Continued)

- **Activity:** Give each student one piece of construction paper with a letter on it. Students stand with the letters facing outward and make as many words as they can. Write each words on chart paper. Try to make the “big” word.
- **Adaptations:**
 - Use sticky notes and work with partners at their desks.

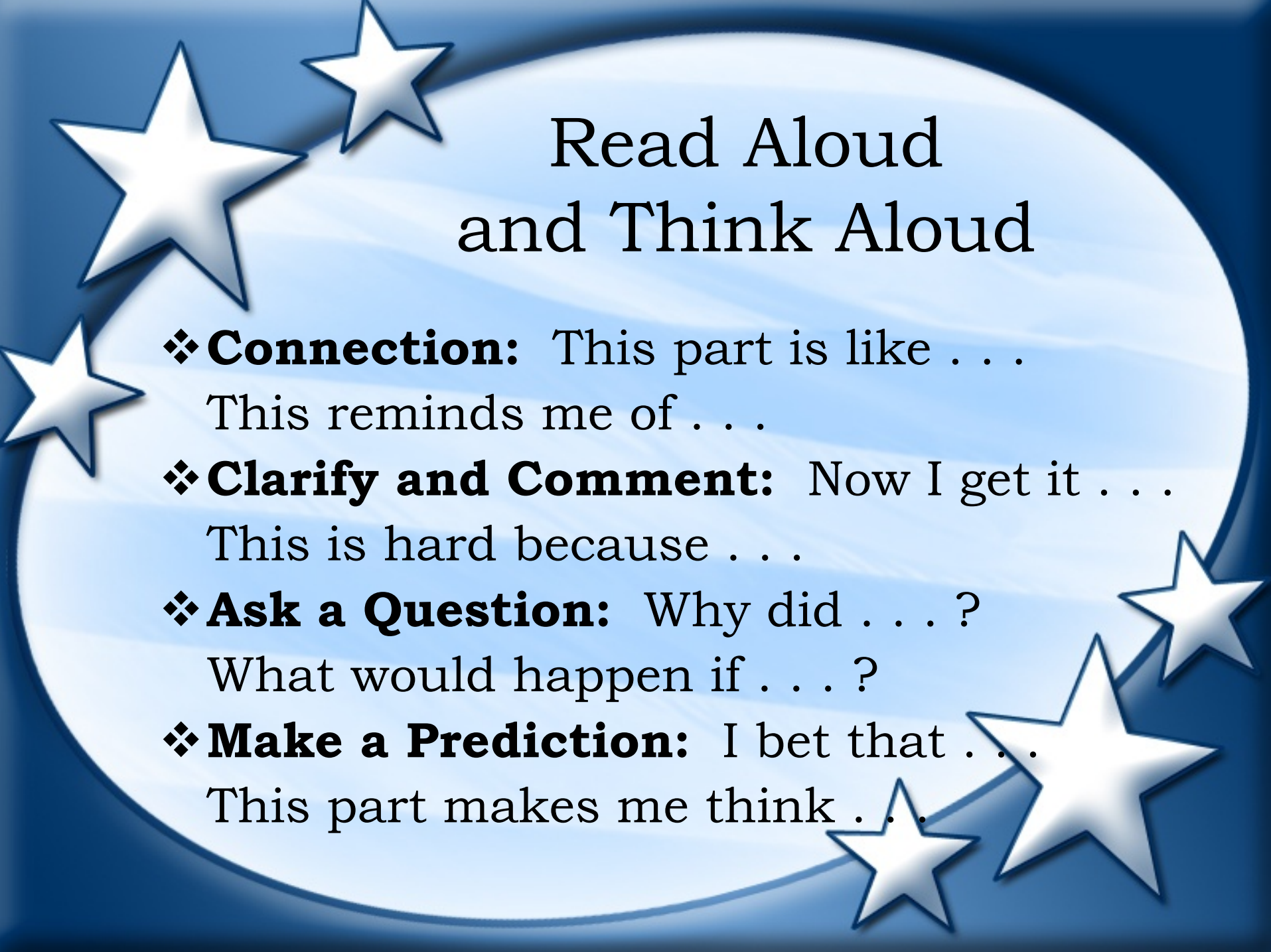


Activities for
Building Language
and Vocabulary



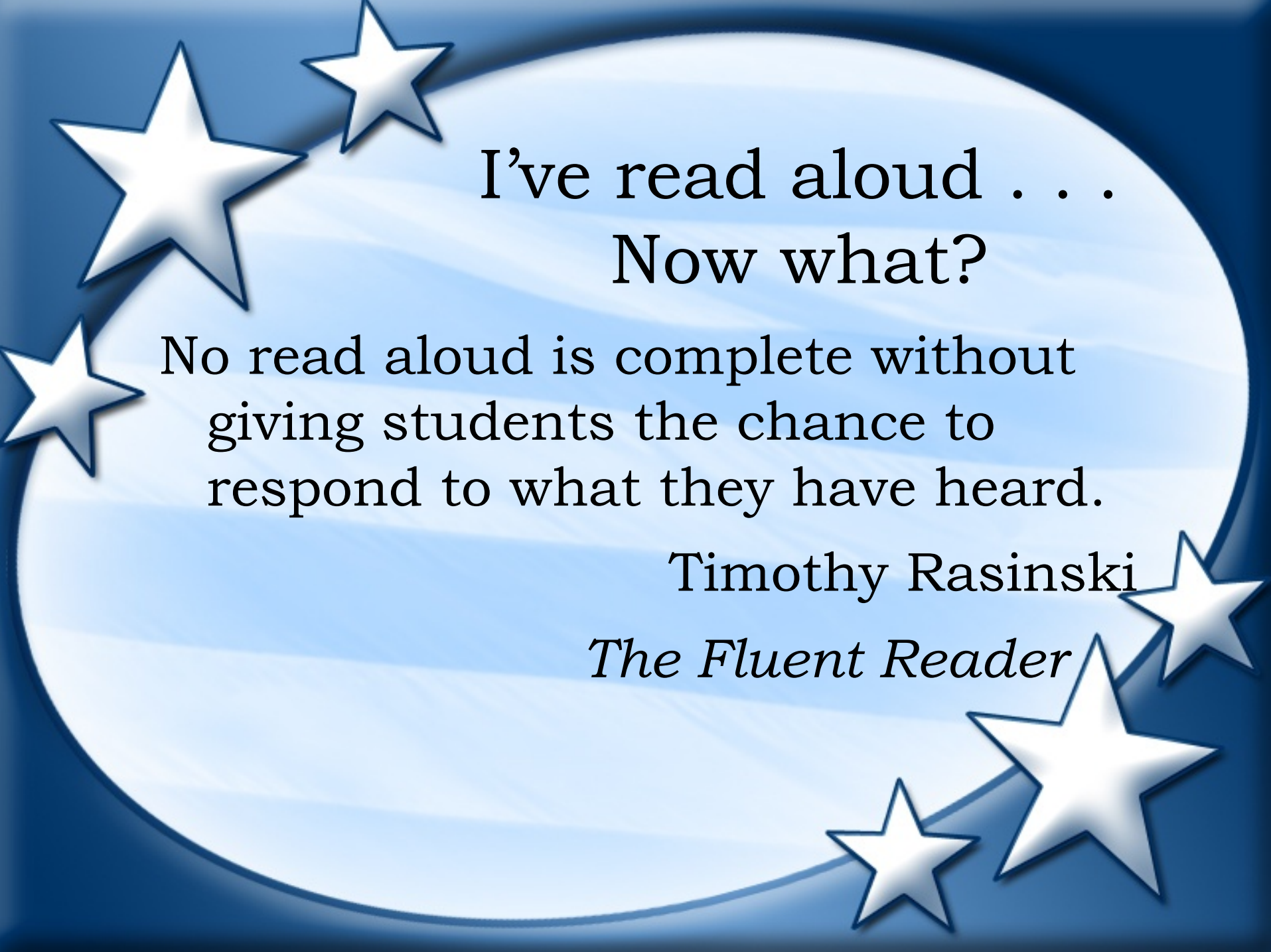
Activities to Build Language and Vocabulary

- Interactive Read Alouds
- Poems / Chants
- Nonfiction text
- Songs



Read Aloud and Think Aloud

- ❖ **Connection:** This part is like . . .
This reminds me of . . .
- ❖ **Clarify and Comment:** Now I get it . . .
This is hard because . . .
- ❖ **Ask a Question:** Why did . . . ?
What would happen if . . . ?
- ❖ **Make a Prediction:** I bet that . . .
This part makes me think . . .




I've read aloud . . .
Now what?

No read aloud is complete without giving students the chance to respond to what they have heard.

Timothy Rasinski
The Fluent Reader

Acrostic


- **Objective:** Develop vocabulary and comprehension with read alouds.
- **Materials:**
 - Paper/Markers
- **Activity:** Write an acrostic for “Corduroy” describing a small bear with green overalls.



Acrostic (Continued)


➤ **Adaptations:**

- Retelling of story
- Character feelings
- Theme (friends)
- Create Corduroy's next adventure
- Content area (facts about bears)
- Speech bubbles
- Corduroy's ABC



Acrostic for
“Corduroy”
by Don Freeman

Cute and curious bear
Overalls with a missing button
Really wanted a home
Disappointed no one wanted him
Unable to find his button
Rescued by the night watchman
Overlooked by shoppers
You must be a friend!



“I’m Still Here in the Bathtub”

by Alan Katz

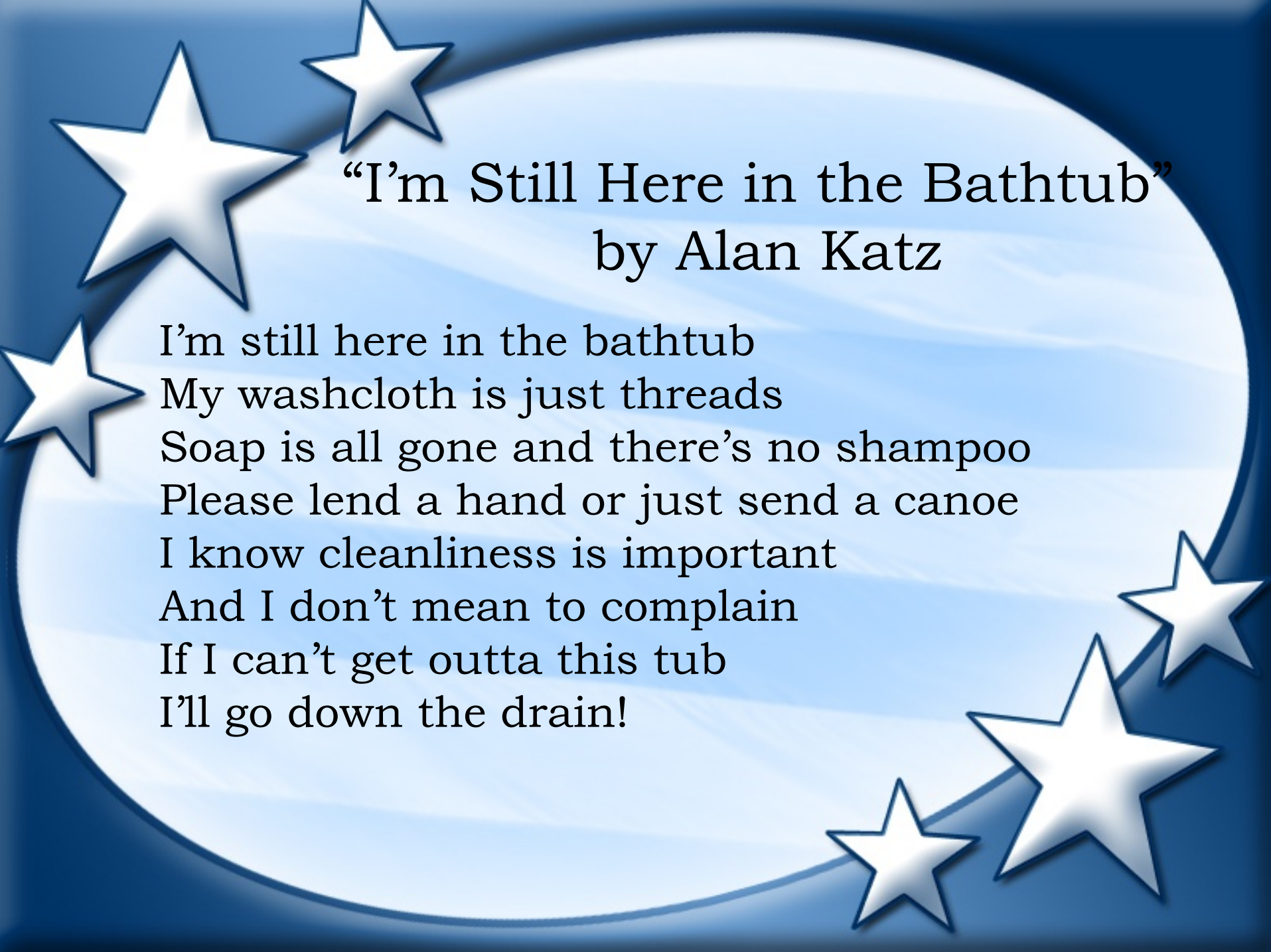
- **Objective:** Increase vocabulary
- **Materials:**
 - “I’m Still Here in the Bathtub” song
- **Activity:** Teach students songs and vocabulary words.
- **Adaptations:**
 - Talk about cleanliness
 - Use songs for content areas



“I’m Still Here in the Bathtub”
by Alan Katz

I’m still here in the bathtub
I’m so clean that I squeak
Mom says it’s good to relax and soak
It’s been two days . . .

 there’s no room to breaststroke.
Oh, this bathtub is like an island
On which I have been marooned.
I am wrink-, wrink-, wrinkled so much
You can call me Prune!



“I’m Still Here in the Bathtub”
by Alan Katz

I’m still here in the bathtub
My washcloth is just threads
Soap is all gone and there’s no shampoo
Please lend a hand or just send a canoe
I know cleanliness is important
And I don’t mean to complain
If I can’t get outta this tub
I’ll go down the drain!




“I’m Still Here in the Bathtub”
by Alan Katz

I’m still here in the bathtub
Now it feels like a week
How many times do I have to rinse?
I scrubbed away all my fi-in-ger-prints
Oh! I think somebody is coming
There’s now a knock at the door
Hello, Mom, no, don’t take me out
Just five minutes more!

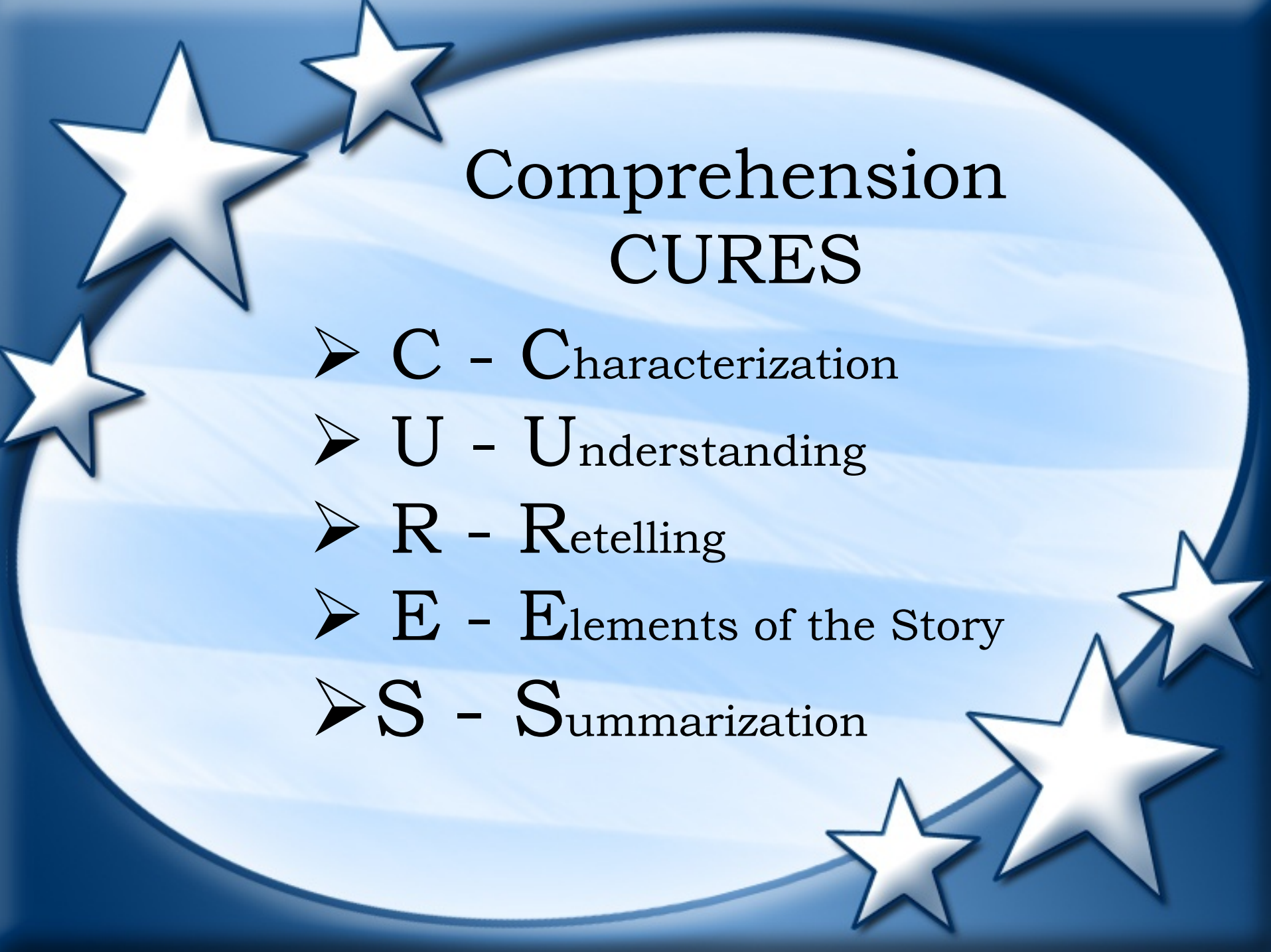


Activities for Comprehension




Components of Comprehension

- ❖ Preview/Text Introduction
- ❖ Linking to Prior Knowledge
- ❖ Story Elements
- ❖ Visualization
- ❖ Self-Monitoring



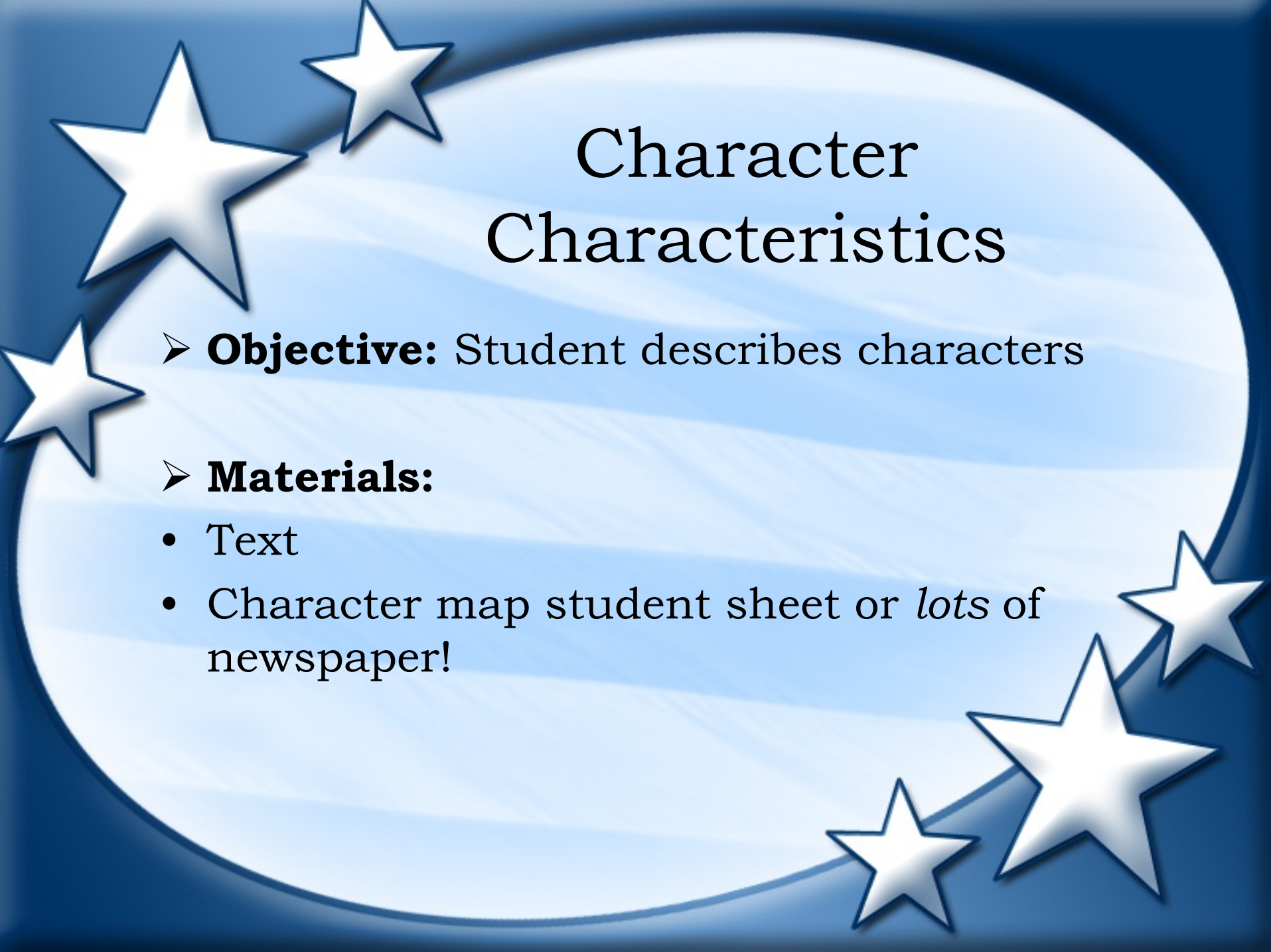
Comprehension CURES

- C - Characterization
- U - Understanding
- R - Retelling
- E - Elements of the Story
- S - Summarization



Activities to Increase Comprehension

- Character Characteristics
- Retell Ring
- Story Line-Up
- Cause and Effect Roll



Character Characteristics

- **Objective:** Student describes characters
- **Materials:**
 - Text
 - Character map student sheet or *lots* of newspaper!

Character Characteristics (Continued)

- **Activity:** Student names the main character and writes the name on the head. Describe character by answering questions in each section.
- **Adaptations:**
 - Have students write in complete sentences.
 - For younger ages, make a list on board for students to use when completing organizer.


Retell Ring

➤ **Objective:** Students retell a story.

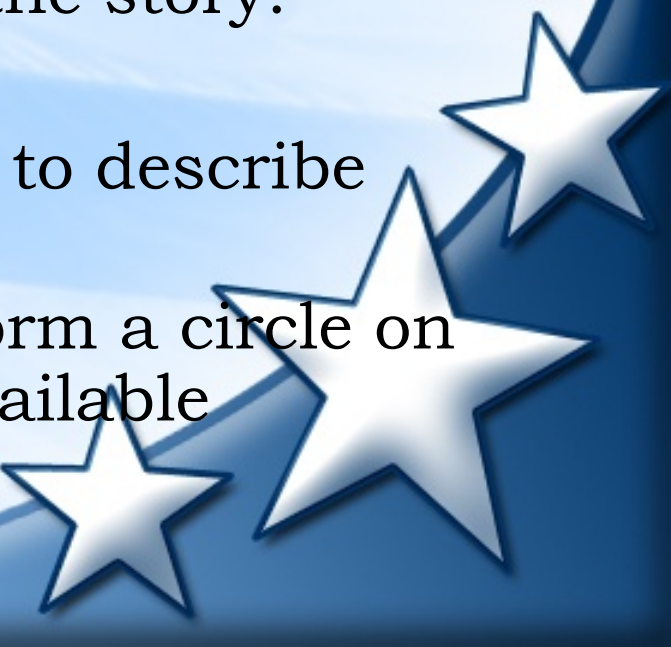
➤ **Materials:**

Text for retelling

Hula-hoop or large sorting circles



Retell Ring (Continued)

- **Activity:** After reading a text, one student begins the retelling by holding onto the hula-hoop and stating opening events of the text. Next student takes hold of the hoop and tells next event in the story.
 - **Adaptations:**
 - Have students draw pictures to describe the retelling.
 - Could use masking tape to form a circle on the floor if hula-hoop isn't available
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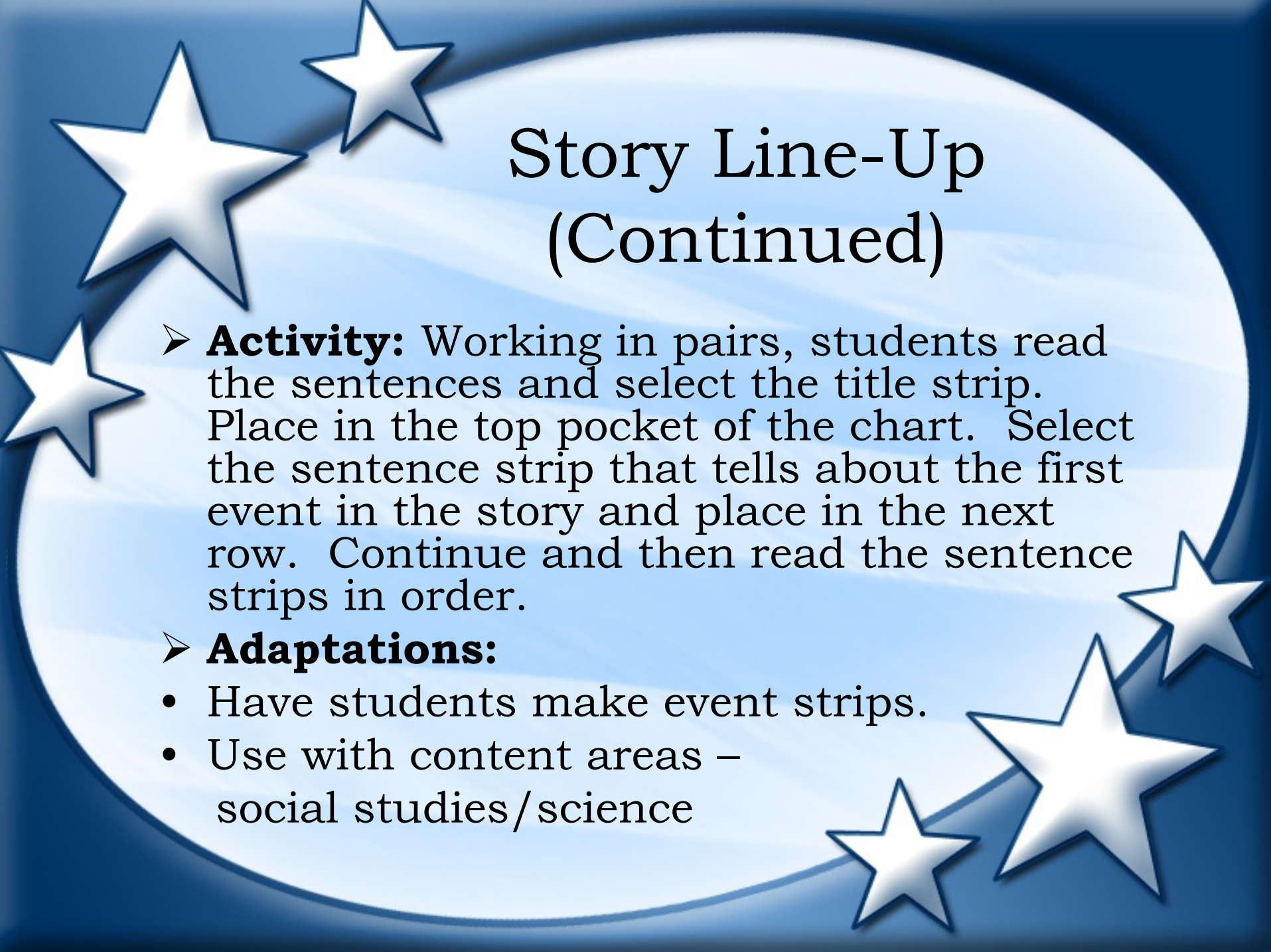


Story Line-Up

➤ **Objective:** Sequencing story events

➤ **Materials:**

- Pocket chart
- Sentence strips
- Paper



Story Line-Up (Continued)

- **Activity:** Working in pairs, students read the sentences and select the title strip. Place in the top pocket of the chart. Select the sentence strip that tells about the first event in the story and place in the next row. Continue and then read the sentence strips in order.
- **Adaptations:**
 - Have students make event strips.
 - Use with content areas – social studies/science




Cause and Effect Roll

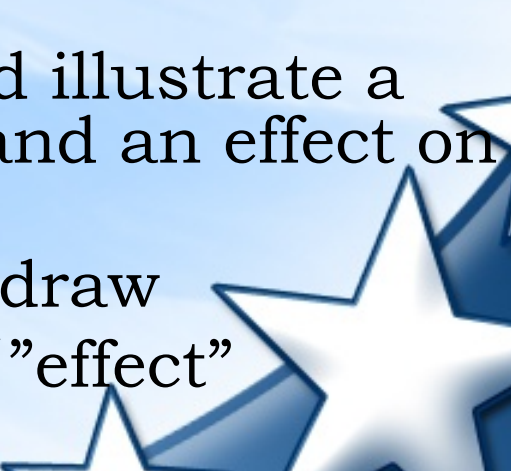
➤ **Objective:** Identify the relationship between cause and effect.

➤ **Materials:**

- “Cause” cards
- Ball
- Paper



Cause and Effect Roll (Continued)

- **Activity:** Working in a group, student one selects a cause card and reads the card. Then student rolls a ball to another group member who states an effect. Continue.
 - **Adaptations:**
 - Fold paper in half. Write and illustrate a cause on the left-hand side and an effect on the right-hand side.
 - Make paper doors. Write or draw the “cause” on the top door/”effect” on the bottom door.
- 



Activities for Fluency

Fluency **FACTS**

- **F** – FAST – More than just speed!
- **A** – ACCURACY - Includes rate, accuracy and comprehension!
- **C** – COMPREHENSION – the goal!
- **T** – TEXTS appropriate for grade level
- **S** – SYNERGY – combining skills
“automatized” strategies and
word attack skills



Activities that Enhance Fluency

- Poems
- Songs (Rasinski, 2007)
- Readers' Theatre
- Shadow/Echo/Choral/Whisper Reading
- Pushing Words
- Phrase Bingo




Poetry (Paired Reading)

- **Objective:** Student will gain speed and accuracy.
- **Materials:**
 - Copy of poem for each student.




Poetry (Paired Reading) (Continued)

- **Activity:** Taking turns, students read to each other. Reread until text is read fluently by each student.
 - **Adaptations:**
 - Have students circle targeted letters in poem.
 - Use a timer to “beat the time”
 - Perform for other classes or during morning announcements
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Readers' Theatre

- **Objective:** Students read with phrasing, intonation, and expression.
- **Materials:**
 - Readers' Theatre script (Find online!)
- **Activity:** Scripts for each student with specific parts highlighted. Students read assigned parts with ample time to practice. Can change characters until every student has a turn reading each part. Can be used in literacy centers.



Readers' Theatre (Continued)

➤ **Adaptations:**

- Assign vocabulary or high frequency words for students to find in text.
 - Students write their own Readers' Theatre for the class to perform
 - Compare versions of Readers' Theatres –
The Three Bears, etc.
- 



Choral Reading


- **Objective:** Student will gain accuracy in reading.
- **Materials:**
 - Story – Big Book (story that is visible for each student)
 - Chart paper



Choral Reading (Continued)

➤ **Activity:** Use a Big Book, story, or word list on chart paper. Students choral read words as assigned student points to each word. Allow each student to lead the group. Taking turns, students read to each other. Reread until the text is read fluently by each student.

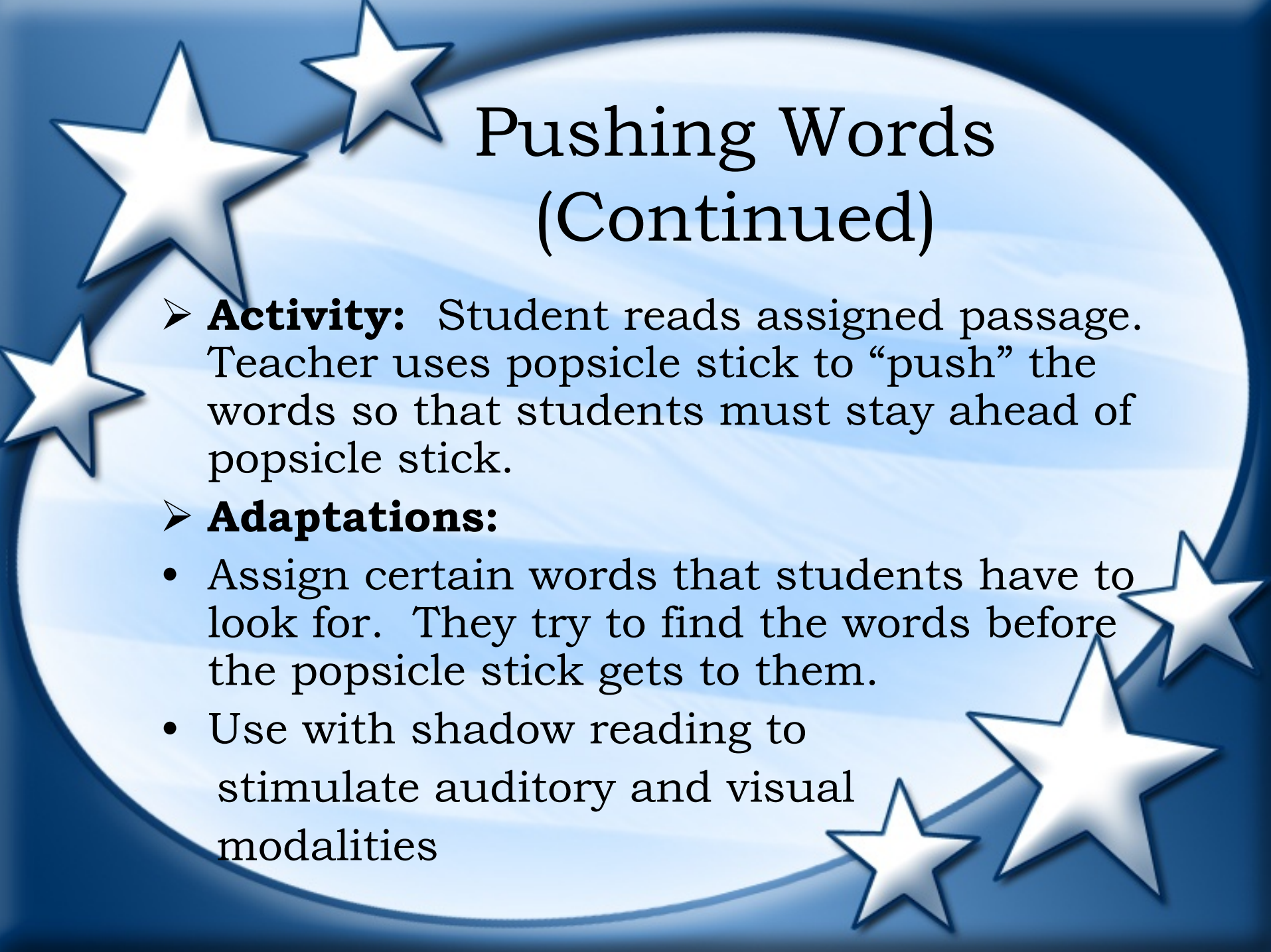
➤ **Adaptations:**

- Look for letters/sounds
 - Use overhead for content areas
- 



Pushing Words

- **Objective:** To increase student fluency.
- **Materials:**
 - Assigned passage
 - Popsicle stick/marker/index card



Pushing Words (Continued)

- **Activity:** Student reads assigned passage. Teacher uses popsicle stick to “push” the words so that students must stay ahead of popsicle stick.
- **Adaptations:**
 - Assign certain words that students have to look for. They try to find the words before the popsicle stick gets to them.
 - Use with shadow reading to stimulate auditory and visual modalities

Phrase Bingo

- **Objective:** Students will increase their fluency rates to aide comprehension of text.
- **Materials:** Phrases, bingo cards
- **Activity:** Using Rasinski's 100 frequent phrases (*The Fluent Reader*) or phrase lists from www.fcrr.org, create bingo cards using the frequent phrases.
- **Adaptations:** Time students in reading phrases



Activities for
Extending Learning




Extension Lessons

- Activities for Interacting with Text
- Literacy Centers



Activities for Interacting with Text

- Book Sell
 - Show and Tell
 - Fact/Opinion Activity
(folded paper)
- 



Book Sell

- **Objective:** Students summarize book and persuade others to read the book.
- **Materials:**
 - “Sold” Signs

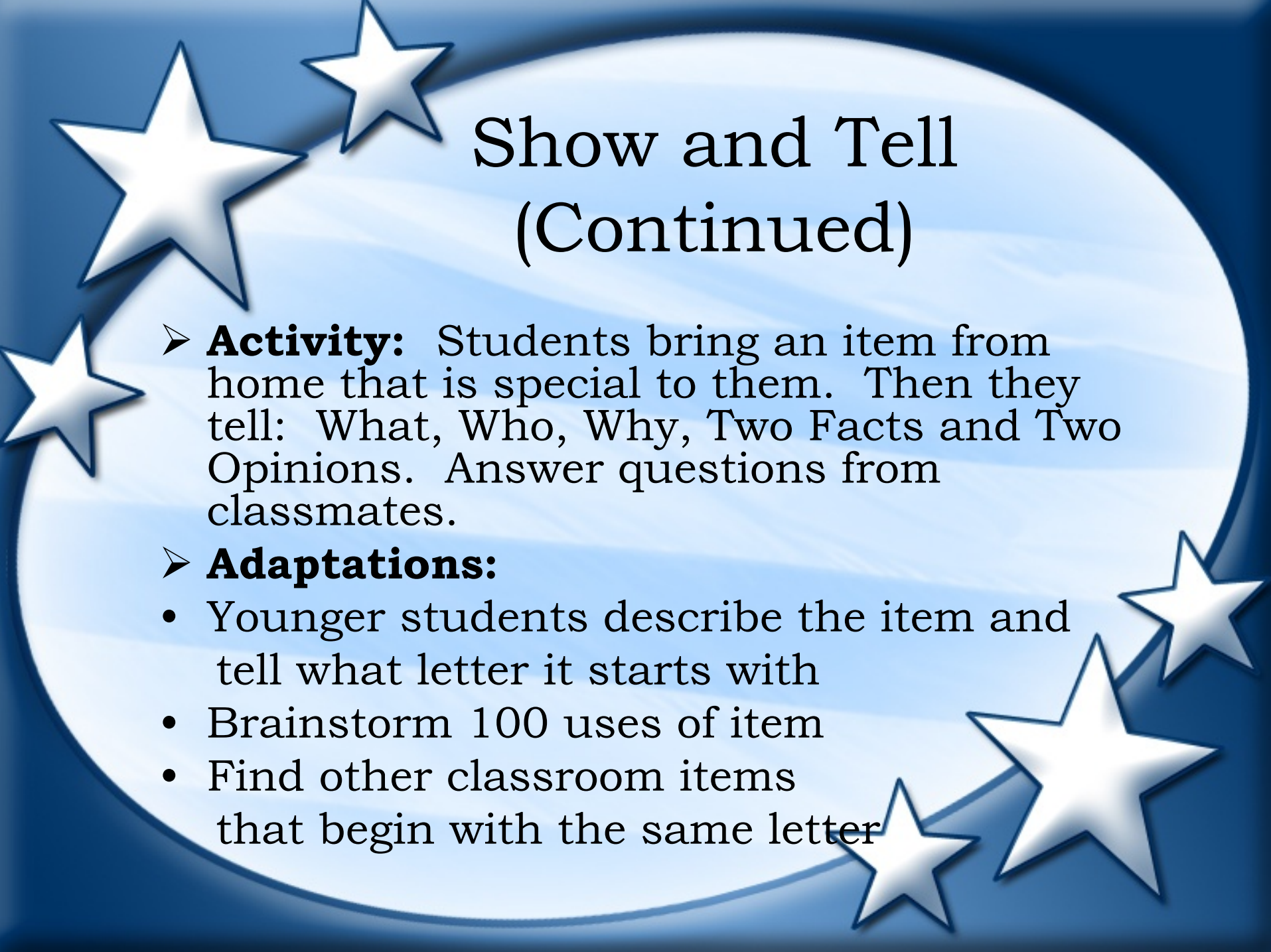
Book Sell (Continued)

- **Activity:** Students share a book. Student provides setting, characters, and summary. Others decide whether they would like to read the book. If interested, they write the title on their sold sign. They may only write two or three titles on their sign.
- **Adaptations:**
- Tally votes to see who “sold” the most books (link to persuasive text!)
- Students make “brochures” or advertisements for book



Show and Tell

- **Objectives:** Students describe an object: giving required details.
- **Materials:**
 - Students bring an item from home.




Show and Tell (Continued)

- **Activity:** Students bring an item from home that is special to them. Then they tell: What, Who, Why, Two Facts and Two Opinions. Answer questions from classmates.
- **Adaptations:**
 - Younger students describe the item and tell what letter it starts with
 - Brainstorm 100 uses of item
 - Find other classroom items that begin with the same letter




Fact/Opinion

- **Objective:** Distinguish between fact and opinion.
- **Materials:**
 - Construction Paper



Fact/Opinion (Continued)

- **Activity:** Students fold paper into eighths and then turn horizontal. They cut the top side of the lines up to the fold. On the top of each section they write “FACT, FACT, OPINION, OPINION.” Then lift the flap and write two facts and two opinions from the story.
 - **Adaptations:**
 - Use alphabet letter and draw items that start with the letter.
- 

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Literacy Centers

Literacy Centers Handbook at
www.region10.org

A cluster of four white, five-pointed stars with blue outlines and a slight shadow, arranged in a curved pattern in the bottom-right corner of the slide.

Follow-Up

- www.region10.org
- www.fcrr.org
- Mere, C. (2005) *More Than Guided Reading*. Portland, MA: Stenhouse



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