



Phonological Awareness Literacy Screening

Pre-K

Kindergarten

Grades 1–3

Concentration

Literacy Skills / Word Recognition



Materials

1. 2 sets of word bank cards



Virginia SOLs

K.5, 1.5

Procedure

1. To play Concentration, turn all cards face down in rows on the floor.
2. Each player, in turn, flips over two cards. If the two cards match, the player keeps the cards and takes another turn. If no match is made, the student turns the cards over and the next player takes his/her turn.
3. The game is over when all the cards have been matched. The winner is the player with the most matches.



Phonological Awareness Literacy Screening

Pre-K

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Grades 1–3

Create a Sentence

Literacy Skills / Word Recognition



Materials

1. 3-4 sets of word bank cards
2. Pocket chart



Virginia SOLs

K.5, 1.5

Procedure

1. Using word bank cards familiar to students, model how the words can be used to make a sentence. For example, place the following word cards on the pocket chart: my, like, dog, I. Demonstrate that the words make the sentence, “I like my dog.”
2. Divide students into small groups. Give each group the same set of word bank cards. State a sentence aloud and ask student groups to form the sentence using their cards.
3. Eventually, have students replace one word to make a new sentence or use a set of word bank cards to form their own sentences.

Creating Word Banks

Literacy Skills / Word Recognition



Materials

1. 2 file folders
2. 24 library card pockets
3. Blank word cards
4. Masking tape



Virginia SOLs

K.5, 1.5

Procedure

1. Create a word bank for your students. Tape two file folders together to form four sections. Tape 24 library card pockets in the file folders to make three rows across and eight columns down. Label the pockets with the letters of the alphabet, beginning sounds, short vowel families and/or blends and digraphs.
2. Begin collecting words from books, poems, dictations, and songs. Your students should know these words and should have re-read the text from which the words were harvested at least four times.
3. Words should be written on blank word cards and flashed to students. If students recognize the word immediately, place the card in their word bank. Any words that take longer than one second to read should be reviewed again later.
4. Word cards should be placed in the appropriate card holder.
5. After several days of collecting known words for your students, plan for a word bank review. Words should be taken out and flashed to students to be sure of automatic recognition. Track the students' increasing knowledge and recognition of words. Celebrate when students can read 100 words in their word banks with automaticity.



Phonological Awareness Literacy Screening

Pre-K

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I have, Who has...

Literacy Skills / Word Recognition



Materials

1. I have, Who has... card template
2. Sight words or phrases from current program of study



Virginia SOLs

K.5, 1.5

Procedure

1. Prepare “I have, Who has...” cards using sight words.
2. Deal cards to all students. Begin with your pre-determined first card. Use a special sticker to indicate which card is the first card. The student with the designated first card, reads his/her card aloud, “I have ‘it,’ who has ‘the?’” The child with the card, “I have ‘the,’ who has ‘we?’” will respond by reading his/her card aloud.
3. Allow the game to continue around the room until students reach the last card. The last card will finish with, “Wow! We can read a lot of words!”

I have, Who has...

I have...

I have...

Who has...

Who has...

I have...

I have...

Who has...

Who has...

I have...

I have...

Who has...

Wow! We can read a
lot of words!



Phonological Awareness Literacy Screening

Pre-K

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I'm Thinking of...

Literacy Skills / Word Recognition



Materials

1. Word bank cards



Virginia SOLs

K.5, 1.5

Procedure

1. Using a selection of students' word bank cards, play a simple game of, "I'm thinking of..."
2. If the word "set" is in the students' word bank, say, "I'm thinking of a word that rhymes with pet."
3. Students search their word banks to find the correct response.
4. You may focus your clues on beginning, medial, and ending sounds, blends, digraphs, word families, etc.



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Personal Dictionary

Literacy Skills / Word Recognition



Materials

1. Provide a personal dictionary for each student. The dictionary does not need to be expensive. It can be as simple as folding paper in half, stapling, and labeling each page with both the upper-case and lower-case representation of letters.

▶ Virginia SOLs

K.5, 1.5

Procedure

1. Once a week, give the students a sheet with 4-5 words and an associated picture. These words can be common words, or content area words that the students will encounter.
2. Students paste the picture and word on the appropriate page.
3. Students can refer to the dictionary, using the pictures to help with word identification, for support during writing.



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Pick-Up

Literacy Skills / Word Recognition



Materials

1. Word bank cards



Virginia SOLs

K.5, 1.5

Procedure

1. Students work with a partner.
2. Lay out 6-10 words, face up.
3. The first student names a word, and the other student picks it up. If the student does not know the word, the first student picks it up. The students then reverse roles. The student with the most cards wins.
4. VARIATIONS:
 - a) Pick up words that all begin with...
 - b) Pick up words that end in...
 - c) Pick up words that rhyme with...
 - d) Pick up words in a word family...



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Rebuild Words

Literacy Skills / Word Recognition



Materials

1. Letter cards, link letters, or magnetic letters



Virginia SOLs

K.5, 1.5

Procedure

1. Select a word from the students' word banks or the word wall.
2. Have the students rebuild the word using link letters, magnetic letters, etc.
3. Students check and correct their spelling by quickly looking at the word card.



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Rhyme Time

Literacy Skills / Word Recognition



Materials

1. Word bank cards



Virginia SOLs

K.5, 1.5

Procedure

1. In small groups or as a whole class, read a poem aloud or listen to a song.
2. While listening, students search their word bank cards for a word that rhymes with a word in the poem or song.

Sharing Rhymes and Pattern Stories

Literacy Skills / Word Recognition



Materials

1. A rhyme or memorable pattern story; use a big book or make a chart of the text
2. Student text copies of the rhyme or pattern story



Virginia SOLs

K.5, 1.5

Procedure

1. Day 1: Introduce and Read the Text

Take a picture walk and discuss the story's main idea and plot. Read the story, pointing to the text as you read. Discuss the story. Reread favorite parts, pointing out interesting, important, or challenging words.

2. Day 2: Reread the Rhyme or Story

Reread as much of the text as students can read with ease. Choral read the rhyme or story with the students. Students can draw a picture to go with the story. Distribute student text copies of the rhyme or story.

3. Day 3: Choral Read and Underline Known Words

Choral read the passage several times, both from the chart and student text copies. Have students underline words they know and want to include in their word banks. Encourage students to write their own version of the rhyme or pattern book.

4. Day 4: Choral read and write known words on cards

Begin by choral reading. Check words students have underlined. Write these words on word cards and put the words into a bag or envelope for the student's short-term word bank. When you begin a new rhyme or story, move these words into the students' long-term word bank.



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Sight Word I Spy

Literacy Skills / Word Recognition



Materials

1. Collection of sight words or a word wall



Virginia SOLs

K.5, 1.5

Procedure

1. Choose a child to pick a word from the word wall. Keeping the word a secret, the child gives 1-2 hint(s). Hints should be based on the sounds or features in the word. For example, for the word *this*, the student may say, “The word is one syllable” or “The word has the short i sound” or “The word starts with th.”
2. Using the hints, the class attempts to guess the word. Once the child provides a hint, one child is chosen to guess the word from the word bank. If a correct guess is made, that child picks a new word from the word bank. If the guess is incorrect, another hint is given.

Silly Compound Collage

Literacy Skills / Word Recognition



Materials

1. Magazines
2. Sentence strips
3. Glue
4. Scissors



Virginia SOLs

K.5, 1.5

Procedure

1. Students cut pictures from old magazines. The pictures illustrate each part of a compound word.
2. Students paste both pictures on a sentence strip in the order that makes the compound word.
3. After students share their compound words, make a compound collage with the class' work.
4. VARIATION: Challenge students to create their own compound words establishing as a requirement that they must be able to use it in a sentence.

Wacky Word Wall Work

Literacy Skills / Word Recognition



Materials

1. Worksheets for each activity; the worksheets should be easily accessible, include directions, and provide space for work completion



Virginia SOLs

K.5, 1.5

Procedure

The following are simple, fun Word Wall activities that can be completed by early finishers or at work stations.

1. Students write word wall words in alphabetical order.
2. Students select and write word wall words, leaving out a letter from each word. Students trade with a partner and fill in the missing letters.
3. Students write rhyming words for a word on the the word wall.
4. Students write as many word wall words in a sentence or story as possible.
5. Students scramble the letters of several word wall words and trade with a partner.
6. Students may play “Make-a-Man” (preferable to Hang-Man) with word wall words. One student picks a word and the other students try to guess letters in the word and/or the word before they make a man.



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War of Words

Literacy Skills / Word Recognition



Materials

1. 1 standard deck of cards, jokers removed
2. Self-stick labels
3. Student pairs



Virginia SOLs

K.5, 1.5

Procedure

1. Make word labels of word bank words. Place a word label on each card.
2. Deal out the entire deck to the two players. Students place their two stacks face down.
3. Students simultaneously flip the card on the top of their respective decks.
4. The student with the “highest” card is given the opportunity to be first to read the two word labels. If the student can read both words, s/he adds the cards to his/her pile. If s/he cannot read the words, the other player is given the opportunity to read and win the cards. If neither student can read the word labels, the cards remain in the middle. They are not awarded to either player.
7. Continue to play until one person has all the cards or until a predetermined time expires.
8. “War of the Words” occurs when two people turn up the same card value, such as two Queens. The players each lay out three cards face down and one card face up. Again, the player with the higher card is given the first opportunity to read the words and take all.



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Word Bank Book

Literacy Skills / Word Recognition



Materials

1. Word wall and/or bank
2. Alphabet notebook
(one letter at the top of each page)



Virginia SOLs

K.5, 1.5

Procedure

1. In small groups, or as a whole class, students record word bank and word wall words into their notebook according to initial letter sound.



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Word Rings

Literacy Skills / Word Recognition



Materials

1. Single hole punched Index cards
2. Loose-leaf rings that open and close
3. Hole punch



Virginia SOLs

K.5, 1.5

Procedure

1. Children write down words they can decode, but do not automatically recognize, on index cards. Words can be collected from group reading, independent reading, units of study, or even words around the classroom.
2. Children flip through their word ring and practice reading these words each day. Children may take their word ring home at night for additional practice.
3. Children can keep all their words on the same ring or may keep a second ring of mastered words. Mastered words may also be stored in their word bank.



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Word Search

Literacy Skills / Word Recognition



Materials

1. A familiar book



Virginia SOLs

K.5, 1.5

Procedure

1. With a small group of children, select a book to review.
2. Ask students to search the book for a particular word or for words with specific letters, features, or sounds.



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Word Sorts

Literacy Skills / Word Recognition



Materials

1. Word bank cards



Virginia SOLs

K.5, 1.5

Procedure

1. Look through the students' word bank cards to find words that share some similarity, whether in meaning, spelling pattern, or sound.
2. Prepare a collection of words for sorting. Select words that can be clearly categorized, constituting two or more related groups.
3. Students sort the cards into these groups.

Different sorts include:

Concept sorts - people, animal words, color words, happy words, etc.

Sound sorts - words that rhyme, words that begin with a particular sound, words that end with a particular sound

Pattern sorts - words that begin with two consonants ("bl") versus words that begin with a single consonant ("b")



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Word Wall

Literacy Skills / Word Recognition



Materials

1. Colored sentence strips
2. Pocket Chart



Virginia SOLs

K.5, 1.5

Procedure

1. Each week when new words are introduced, write the words on colored sentence strips and post on the pocket chart or chalkboard.
2. At the end of the week, place the words in alphabetical order on the word wall. Your word wall should be located at childrens' eye level. Some teachers like students to be able to manipulate and access the word wall as well, taking words to their seat for use and returning them when finished.
3. For the remainder of the year, students can use the word wall when reading, writing, and decoding words with similar patterns. Throughout the year, you will want to replace words on your word wall according to student progress and units of study.