My Favorite Thing
Literacy Skills / Writing

Materials

1. Samples of different types of poems - try to find poems written by children at your grade level or compose poems about your favorite thing

2. Drawing paper

Procedure

1. Writing should relate to students’ lives. We should encourage them to write about what they know. Often, what “they know” is a memorable moment, experience, or favorite thing. During April, National Poetry Month, students can compose a series of poems about their favorite thing. Select standard poem structures (concrete, list, acrostic, quatrain, etc.) and conventions (repetitive verse, sound words, rhyme, sensory images, etc.) appropriate to your grade level.

2. An easy way to begin is by students illustrating a cover for their collection of poems. The cover should be a large picture of their favorite thing. Writing a list poem is a good scaffold to more difficult poem styles!

3. Students may perform a selected poem at an open mic or poetry cafe event for your class.

Virginia SOLs

1.11, 1.12, 2.11, 2.12
Mystery Title
Literacy Skills / Writing

Materials
1. A new read aloud covered in construction paper
2. Select picture books previously read aloud to class

Virginia SOLs
1.11, 1.12

Procedure
1. Select a picture book and cover it in construction paper. On the construction paper cover, draw multiple question marks and include the author and illustrator’s name.

2. Using picture books familiar to the students, briefly reflect on the story and do a picture walk. Then ask, “Does the title match the story?” Demonstrate that the title of a book reflects the story and gives the reader an idea as to the topic and type of book.

3. Read the mystery title book aloud. While you read, prompt students to be thinking of a good title for the book.

4. Once finished, take recommended title options from the class. Then give students four pre-prepared options from which to choose. Two of the titles may be appropriate, but one will be a clear best fit (and the actual title). The other two choices may be silly to emphasize more clearly that a title must match the story.

5. Students vote on which title they believe is the real title of the book. Remove the construction paper cover and reveal the title!

Source: (2008). Teichman, A.
**Name Bags**  
Literacy Skills / Writing  

**Materials**

1. Plastic bags  
2. Any type of manipulative letters such as letter cards, magnetic letters, letter tiles, etc.  

**Virginia SOLs**

K.11  

**Procedure**

1. Place the letters of a child's name in a bag. Make a bag for each child.  
2. The children write their names on an answer card and include it in the bag. The child uses the letters to spell his/her name.  
3. The children can switch bags to spell a friend's names, too.
Squiggle and Write

Materials

1. Writing paper
2. Black marker
3. Squiggle cards

Virginia SOLs

K.11, 1.11, 1.12, 2.11, 2.12

Procedure

1. Squiggle and write helps students when experiencing writers block. When students are stuck and just can't think of anything to write, encourage them to select a squiggle.

2. Prepare squiggle cards by making a black line squiggle on an index card. Maintain 30 cards in the basket at a time, replenishing when low.

3. Students take the squiggle cards and must turn the squiggle into something - a setting, main character, animal, event, etc. Children glue the squiggle card to the writing paper or in their journal. Students illustrate the squiggle to build a story and then begin writing about the squiggle.

Materials

1. Clothespins or popsicle sticks decorated as astronauts or a “spaceman”
2. Googly eyes or astronaut stickers; offer variety for students to be creative
3. White paint

Procedure

1. To encourage students to leave proper spacing between words, allow students to use a spaceman. Students create a spaceman using a popsicle stick or clothespin. Paint the sticks white and decorate to resemble an astronaut. This is their “spaceman” for leaving spaces.

2. Model how to use a spaceman during a shared writing activity. Place the spaceman after you complete each word and begin the new word to the spaceman’s right.

3. VARIATION: Another great reminder for students to use spaces is imagining words as spaghetti noodles and in between words are meatball spaces. You can illustrate a Morning Message by underlining words in the letter with a squiggly line/noodle and color in the spaces between words as big red meatballs.

Virginia SOLs

K.11, 1.11

Source: (2008). Teichman, A.
Wall Stories
Literacy Skills / Writing

Materials
1. A former read aloud enjoyed by your class appropriate for adaptation and collaborative writing
2. Chart paper
3. Post-it notes

Virginia SOLs
K.11, 1.11, 1.12

Procedure
1. Wall Stories are a great shared writing experience! Using a story familiar to students, rewrite each page on chart paper leaving out key details (in a clozed fashion) or open ended sentence starters to which students can contribute.

2. Begin by rereading the familiar story.

3. Then present the first page of your Wall Story. Read it aloud to students. Explain to students that they will rewrite the story as a class. Post the first page at student level on the wall or an easel. While at work stations, students contribute their ideas on post-it notes and stick them to the page. Encourage students to think on their own, be creative, and to even be a little silly.

4. Collect the post-it notes and select the best three to four ideas. Students vote on the choices and you fill in the blank or sentence.

5. Re-post the page at the art work station for students to illustrate. Since there will be at least five to six pages for the story, there will be many opportunities for students to illustrate at the art station and take turns.

6. Remove the story page from the art station and post it where there will be enough room for the remaining pages. Thus, it becomes a Wall Story. Leave the story on the wall for use during a Read Around the Room station.
What Are They Thinking?

Literacy Skills / Writing

Materials

1. Thought bubble cut-outs or post-it notes
2. Big books
3. Cut-out of characters from a book for modeling purposes; may re-use these for a Reader’s Theatre work station

Virginia SOLs

1.11, 1.12, 2.11, 2.12

Procedure

1. Read a big book aloud. Using cut-outs of the story’s characters, re-tell the story from the characters’ perspectives. Focus on what specific characters might be thinking or feeling during different parts of the book.

2. Select one character from the story. Reread the story. Before reading, encourage students to focus on what that specific character is thinking and feeling. Stop after each page and ask students to help you create thought bubbles for the identified character. Write a thought bubble and stick it in the book.

3. Give each student a big book that s/he can read independently. Have the students read their book one time for basic understanding. Then ask students to count and name the characters in their respective books. Students should reread the book one time for each main character. For instance, if there are three main characters, students read through the book three times. Each reread focuses the students on a different characters thoughts and feelings. You may want to provide guiding questions to students, such as, “What is the character feeling?” or “What would your character say when...?”

4. Students use the thought bubble (or text balloon) cut-outs to compose the characters’ thoughts and feelings. Students post the bubbles in the book. Students can read their book aloud to a partner, including the newly added text. These adapted big books will be a popular work station for weeks.

Source: (2007). Burke, M.
Thought Bubbles
Dialogue Balloons
Dialogue Balloons
Dialogue Balloons
Blind Pick
Literacy Skills / Alphabet Recognition

Materials

1. A large sheet of paper
2. Colorful pens

Procedure

1. On the sheet of paper, write letters all over in random order.
2. Hang the paper at a height within reach of the children.
3. Cover the eyes of one child at a time and ask s/he to put his/her finger wherever s/he would like on the paper (similar to Pin the Tail on the Donkey).
4. Have the child open his/her eyes and tell you the letter s/he picked.
5. EVALUATION: Correct any incorrect responses.
Colorful Letters
Literacy Skills / Alphabet Recognition

Materials
1. A familiar poem, story, or song
2. Upper-case and lower-case letter cards
3. Crayons or markers

Virginia SOLs
K.9, 1.5

Procedure
1. Pass out a copy of a poem, story, or song to every student.
2. Pick a child to select a letter card and to identify the letter name.
3. Tell the students, “We are going on a hunt to see how many times we can find this letter in our poem.”
4. Locate and circle the chosen letter throughout the selected passage.
5. Repeat this procedure until the children have selected several different letters.

Evaluation:
1. This activity reinforces upper-case and lower-case letter recognition, and the children love their colorful masterpieces.
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Feely Sock
Literacy Skills / Alphabet Recognition

Materials
1. One old tube sock
2. Shallow butter tub
3. Small magnetic, wood, or foam letters

Procedure
1. Push the tub in the bottom of the sock.
2. Place a letter form in the tub.
3. Allow children to stick their hands in the sock and feel the letter.
4. Using their sense of touch and knowledge of letter forms, see if children can guess the letter.
5. This makes a great work station for which children work in pairs and try to stump one another.
6. EVALUATION: Ask students to produce the sound of the identified letters.
Letter Bingo
Literacy Skills / Alphabet Recognition

Materials
1. A set of bingo cards labeled with upper-case and lower-case letters
2. Upper-case and lower-case letter cards
3. Markers or chips for each child

Virginia SOLs
K.9, 1.5

Procedure
1. Give each child a bingo card and a set of markers.
2. As letter cards are picked and announced, the child places a marker on any corresponding upper-case or lower-case letters.
3. The first child with four markers/letters in a row calls “Bingo” to win.
4. This can also be played as full card bingo, where all letters must be covered in order to win.
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Bingo Board
Mama and Me
Literacy Skills / Alphabet Recognition

Materials
1. Dark-colored marker
2. Mama and Me picture cards

Procedure
1. Make copies of the Mama and Me picture cards, one set for each student.
2. Ask students to help the Mama animals find their babies. Students will match upper-case mothers with their lower-case children.

Virginia SOLs
K.9
**Name Poster**

*Literacy Skills / Alphabet Recognition*

**Materials**

1. Blank sheets of paper
2. Magazine pictures and assorted letters
3. Glue
4. Crayons

**Procedure**

1. Write one letter of a child’s name at the top of each sheet of paper.
2. Ask the child to glue and/or draw the letters and a few pictures of items that begin with the same letter in his/her name.

Print Style Sort
Literacy Skills / Alphabet Recognition

Materials

1. Old newspapers and/or magazines
2. Index cards
3. Pre-printed, print-style sort cards

Virginia SOLs
K.9, 1.5

Procedure

1. Collect different print styles by cutting letters from newspapers, catalogs, and magazines. You may also print letter cards in various fonts from your computer. Cut the letters apart, mount them on small index cards, and laminate for durability. Use both upper-case and lower-case letters, but avoid cursive styles.

2. You may want to set up a sorting board with labeled categories or simply have children sort on any surface.

3. After modeling the sort with a group of children, place the materials in a literacy work station where children can work independently.

4. Don’t use too many letters at any one time; four or five of eight to twelve font variations is probably enough.

5. VARIATION: If your class previously created alphabet scrapbooks, children can paste cards from the print style sort in the books.

**Simon Says Letters**

**Literacy Skills / Alphabet Recognition**

**Materials**

1. Alphabet cards, enlarged and laminated

**Procedure**

1. Divide the class into partners and give each pair a set of alphabet cards.

2. Play Simon Says using commands such as, “Simon Says, touch the letter F with your pinky. Simon says, place the letter S on the floor. Simon says, place the letters D and P on your shoe.”

3. Invite eliminated student pairs to sit near you and think of new commands for the others.

**Virginia SOLs**

K.9, 1.5

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Twisty Letters
Literacy Skills / Alphabet Recognition

Materials

1. Pipe cleaners
2. Letter cards with upper-case and lower-case letters

Procedure

1. Give each student one set of pre-cut letter cards and a handful of pipe cleaners.
2. Encourage children to bend the pipe cleaners to form the letters on the cards.

Virginia SOLs

K.9

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Zip Around
Literacy Skills / Alphabet Recognition

Materials
1. Index cards
2. Zip Around template

Virginia SOLs
K.9, 1.5

Procedure
1. Make Zip Around cards by writing, “I have _____. Who has _____?” on index cards. Fill in the blanks with letters of the alphabet in random order, making sure to include each letter without repeats. The letters should follow a sequence such as, “I have A. Who has G?; I have G. Who has R?”

2. The first card reads, “I have A. Who has ____?” The last card reads, “I have Z. It’s ZIP AROUND!”

3. Give a Zip Around card to each student. Make sure that all the cards are passed out.

4. The student with the “I have A” card starts first. The game continues to go around the room until the student with the last card says “I have Z. It’s Zip Around!”

5. VARIATION: This game may be adapted for use as a beginning sound activity (I have /t/. Who has /m/?) or sight words.
Zip Around!

I have...

Who has...

I have...

Who has...

I have...

Who has...

I have...

Who has...

I have...

It's zip around!
Alphabetical Order
Literacy Skills / Alphabet Recognition

Materials

1. One set of upper-case and lower-case letter cards, letter cutouts, link letters, or magnetic letters

Procedure

1. When your students know 15 letters or more, they can begin to put a set of letters in alphabetical order.

2. Your students can work to arrange upper-case letters in order, and then match the lower-case letters or vise-versa.

3. If this activity seems overwhelming or time consuming, divide the alphabet into halves or thirds.

Virginia SOLs

K.9, 1.5

Brainstorm-Reflect-Reformulate (1-2-3)
Comprehension / Literacy Skills

Materials
1. A word from a book or selection that represents the content

Virginia SOLs
K.2, K.8, 1.2, 1.7, 1.9, 2.2, 2.8

Procedure
1. Before reading, write a word from the book or selection that represents the content well.

2. Ask students to brainstorm their initial associations with the word or concept. What comes to mind when they read the word? Write down students’ responses.

3. Read the selection. Then ask students to reflect on their initial associations.

4. Students may then reformulate their initial list, providing reasons based on the content of the story and the word’s intended meaning in the selection. Students may weigh, reject, accept, revise and integrate any new ideas at this time.
Graphic Organizers
Phonological Awareness / Comprehension

Materials
The following templates:
1. Before-During-After
2. 3-2-1
3. Story Map

Procedure
Graphic organizers help students organize their understanding of a text. Teach students how to use basic graphic organizers and allow them to choose which helps them best comprehend the story and/or non-fiction selection.
# Graphic Organizer
Before, During, and After

Name ____________________________________________

Title ____________________________________________

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Graphic Organizer
Story Map

Name __________________________
Title __________________________

Middle/Conflict

Beginning   End/Solution
Extra! Extra! Newspaper Book Review
Literacy Skills / Comprehension

Materials
1. Newspapers for children to preview
2. Sample book reviews

Deadline from News to Newspaper by Gail Gibbons
The Furry News: How to make a newspaper by Loreen Leedy

Virginia SOLs
1.9, 1.12, 2.8, 2.11

Procedure
1. In this activity, children act as reporters and write a newspaper book review.
2. Review with students how a reporter writes and how newspapers are formatted. Discuss how reporters choose intriguing words. Students will want to choose words that make their book sound so exciting others will want to read it, too.
3. Integrate the books’ covers when formatting the students’ newspaper articles. You may photocopy the covers of the books, find images of the covers online, or take a picture of the student reading the book.
4. Work with students to develop a snazzy headline for their article. A good way to begin the brainstorming process is to have students think of what is most exciting about their book and make that the focus. In the sample you provide, you may choose not to reveal how the story ends - a common convention of book reviews.

Information Hunt
Literacy Skills / Comprehension

Materials
1. Index cards
2. Covered shoebox or magic hat

Virginia SOLs
1.11, 2.8, 3.5

Procedure
1. Write questions about a story the class will read on index cards. The questions can be specific to the story or more general. Place the questions in a box.

2. Explain to the small group/class that after they read they will be asked to “hunt” for information. You may refer to the students as “Super Sleuths” or “Book Detectives,” searching for clues in the text.

3. Allow students to read the story silently.

4. Pick a question from the box and read it aloud.

5. Allow time for the information hunt. The students can do this individually or in groups.

6. Have students share their findings with the rest of the small group or class.

Paired Questions
Literacy Skills / Comprehension

Materials
1. Sentence strips and pocket chart
2. Yes and no (smile/frown) cards for each pair of questions

Virginia SOLs
1.7, 1.9, 2.8

Procedure
1. Identify new vocabulary in a selected text.

2. Using these words, develop paired questions. One question should yield an affirmative answer, the other a negative answer. Write the questions on the board or sentence strips (sentence strips allow for easy transfer to a literacy work station). For example, using a book about the rainforest, you might pose the following paired questions that help define the habitat’s characteristics, “Is the rainforest a Coatis’ habitat? Is the rainforest a raccoons’ habitat?” As you can see, these questions use important vocabulary from the text that aides in comprehension. A Coatis is related to a raccoon, but is unique to the rainforest. In this example, the word habitat is also emphasized.

3. Students read the selected text.

4. Write the paired sentences on the board.

5. Read the sentences aloud. Allow students time to think independently and even look back in the text. Select a student to place the yes and no cards with the correct sentence.
**Venn Diagram**

**Literacy Skills / Comprehension**

**Materials**

1. Venn Diagram template

**Procedure**

1. This activity can be used to compare two things (e.g., characters from a book, two books by the same author, two versions of a fairy tale, etc.)

2. Children can work independently or in a small group. Children begin by picking what they will compare in the diagram. Provide children individual Venn diagrams or work collectively on a large poster-sized Venn diagram.

3. Children should label each side of the diagram with an appropriate heading. In the two non-shared spaces, children list things about the topics that are unique and in the shared, middle space they write what the two topics have in common.

4. Children may illustrate and share their Venn diagram.

**Virginia SOLs**

1.9, 2.8

Graphic Organizer
Venn Diagram

Name ____________________________________________

Title __________________________________________
You've Got Mail!
Literacy Skills / Comprehension

Materials
1. Paper and pencil (or a computer)
2. Sample e-mails

Virginia SOLs
1.9, 1.12, 2.8, 2.11

Procedure
1. Students will write an e-mail exchange between two characters from a book, a book character and themselves, or an author and themselves.

2. Review with students how to write an e-mail. It should include a subject, greeting, and closing. You may also note that e-mails are typically less formal than a letter.

3. Provide students with samples. You may extend this exercise by having students compose the e-mails on a computer.

Sample
To: bbw@fairytales.com
From: 3oinks@fairytales.com
Subject: Please pay for damages

Hey Wolf:

We are still waiting on a check from you to replace the straw and twigs you blew down. We're tired of living all together in this brick house. Please mail the check as soon as possible. Do not come in person!

Thank you,
The Pigs

To: 3oinks@fairytales.com
From: bbw@fairytales.com
Subject: No way

Pigs:

It is not my fault you built your houses out of flimsy twigs and hay. I'm not paying. You are probably safest in your brother's brick house anyway.

Later,
The Big Bad Wolf

Buy My Sentence!
Literacy Skills / Concept of Word

Materials

1. Big jar of pennies
2. Sample picture

Virginia SOLs

K.5

Procedure

1. Each student looks at the picture and thinks of a sentence that goes with it. For example, if the picture is of a cat drinking milk from a blue bowl, a student might think of the sentence, “the cat is drinking,” or “the black cat is drinking milk.”

2. Each student counts the words in their sentence. As the teacher, use pennies to “buy” each word in the sentence.

3. Students lay the pennies out in front of them. Students repeat their sentence and tap each penny as they say each word. Students can also work in a group, with one student as the “banker” or “buyer” of sentences.

4. VARIATION: In addition to focusing on concept of word, this activity may be used to help students add detail to their sentences, creating sentences of greater monetary value.

Dictated Captions
Literacy Skills / Concept of Word

Materials

1. Paper
2. Pen/pencil

Procedure

1. Below a child's drawing or painting, write verbatim a simple word, phrase, or sentence that the child uses to describe the work.

2. Read each word to the child as it is written and highlight individual letters and sounds.

3. Model appropriate fingerpointing.

4. Practice reading and pointing with the child.

5. VARIATION: Use the child's dictated sentence as a cut-up sentence.

Virginia SOLs

K.5, K.6, 1.5

Following Recipes
Literacy Skills / Concept of Word

Materials

1. A recipe written on a large chart; each step should be written in a different color and accompanied by a picture representing the object or action involved in the step.

2. Cooking items: ingredients, utensils, containers, etc.

Procedure

1. Direct the children to use the recipe as the instructions for the activity.

2. Ask children to describe what is being made, what steps are being taken, and what ingredients the cook is using. Encourage children to use pictures on the recipe card for help.

3. Highlight or underline specific words in the recipe and ask children to identify them.

4. Provide smaller copies of recipes for the children to take home. You may also wish to request recipes from parents to create a recipe book of class favorites.

Virginia SOLs

K.5, 1.5
Lots of Labels
Literacy Skills / Concept of Word

Materials
1. Small index cards
2. Black marker

Procedure
1. With children's help, identify and name common items in the classroom.
2. Create labels for these objects in the room, such as tables, chairs, doors, windows, books, toys, etc. Clearly write the word on the card and affix it to the object.

Virginia SOLs
K.5

Make a Book
Literacy Skills / Concept of Word

Materials
1. Pictures cut from magazines and other sources
2. Glue
3. Paper
4. Stapler

Procedure
1. Ask children to choose 3-5 pictures from the collection.
2. Glue each picture on to one page of paper.
3. Direct children to create a story using the pictures. Use prompting questions to guide children’s thinking.
4. Record the children’s dictated story on the picture pages and staple all together in a book.
5. Encourage children to read their story to family and friends.

Virginia SOLs
K.5

Morning Message
Literacy Skills / Concept of Word

Materials

1. A morning message written on chart paper

Procedure

1. Write a morning message on chart paper that includes multisyllabic words, such as, “Today we are going to the library.” Read the morning message aloud, touching each word as you read. If your sentence contains a two- or three-syllable word, you may touch the word the same number of times as the syllables in the word.

2. Read the sentence chorally. Invite individual children to come up and touch the words as they read.

3. The Morning Message should be left up all day. Some children may want to copy it in their journals. You might want to use it for the Cut-Up Sentence or the Be the Sentence activity. You may wish to start every day with a Morning Message, reviewing concept of word and highlights of the school day.

Picture Schedule
Literacy Skills / Concept of Word

Materials
1. Your daily schedule represented by pictures
2. Word cards with one word descriptions of scheduled activities

Virginia SOLs
K.1, K.6

Procedure
1. This activity can be a great part of your morning meeting routine. Children will eventually acquire schedule words (e.g., lunch, recess, read) as a part of their sight word vocabulary. Walk students through the class schedule, matching word cards with picture cards.
2. Ensure that the picture cards have clear, distinct meanings (e.g., a lunch box means lunch, a ball means recess, backpack means dismissal).
3. Pick one child each morning to “read” the schedule.
4. EXTENSION: If the daily schedule changes, you can address the changes in the morning message using the schedule words and symbols.

Pre-K Cafe
Literacy Skills / Concept of Word

Materials
1. Template of picture cards and word cards of typical snack and lunch items
2. Pocket Chart

Virginia SOLs
K.5

Procedure
1. Create an ideal menu for the day. You may wish to use your school’s menu or create a favorite meal menu. Represent the menu using just the word cards on a pocket chart. With your assistance, students will match the picture cards to the word cards on the pocket chart.

2. Assist children with matching the pictures to the words by drawing children’s attention to initial sounds (e.g. “milk has an /m/ sound”) or the number of words for each item, (e.g. “spaghetti with sauce is three words”).

3. Emphasize that words and pictures give us information about the food served that day.

4. You may use non-menu related cards to indicate special treats or snacks.

5. VARIATION: Provide sample menus for students to observe. Allow students to create their own menus using the word cards and picture cards. Children can play restaurant at a work station, reading the menu to place an order.
Materials

1. Notebook or chart paper

2. Pencils and crayons

Virginia SOLs

K.5, 1.5

Procedure

1. Develop a class story by sharing and writing a stock opening, such as “Once upon a time…”

2. Each morning, during group time, ask one child to contribute one sentence to the story.

3. Once each child has contributed a sentence to the story, type each sentence onto a separate page. Children can then illustrate their sentence.

4. Publish the book by binding all pages into a book.

Sentence Sleuth
Literacy Skills / Concept of Word

Materials

1. A familiar sentence from a nursery rhyme, song, or favorite class book
2. Blank cards with magnets on the back

Virginia SOLs

K.5

Procedure

1. Use one blank card for each word in the sentence. Place the cards on the board. Review the sentence several times until all students can repeat it correctly. As you say the sentence, point to each card.

2. Say a word in the sentence and invite a child to come up to the board and touch the card that represents that word.

3. Then, say the sentence one more time, but change one of the words in the sentence (e.g., Mary had a little lamb becomes Mary had a little cat).

4. Pick one student to be the sentence sleuth. S/he will show you which word you changed by touching that card on the board.

5. EXTENSION: Using multisyllabic words in a sentence creates a more challenging activity. Longer sentences are also more challenging. Changing a word in the middle of the sentence will be more challenging than changing a word at the beginning or end of the sentence.

Sentence Strip Word Awareness

Literacy Skills / Concept of Word

Materials

1. A long and short sentence strip for each student

Virginia SOLs

K.4, K.5

Procedure

1. This activity introduces and reinforces that words differ in length and number of syllables. Talk about how long and small words feel differently when saying them and look different when reading them. An easy way to do this is to use students’ names. For example, Sam is one syllable whereas Jennifer is three.

2. Give each child a long sentence strip and a short sentence strip. Ask students to hold up the sentence strip that best fits the name Sam. Then ask students to hold up the sentence strip that best fits the name Jennifer.

3. Ask students to hold up the sentence strip that best fits their name and invite students to share their answers. You may want to have a medium size sentence strip ready for medium size names.

4. Provide, or have students brainstorm, additional words. Ask students to hold up the sentence strip that best matches the size of the word.

Treasure Hunt
Literacy Skills / Concept of Word

Materials

1. Stickers, books, and other education related prizes
2. Cards with words and/or pictures of room items and locations

Virginia SOLs

K.5

Procedure

1. Organize a treasure hunt during which small groups of children use a set of cards with words and pictures to guide their hunt.

2. Cards can indicate various locations where children can find new directions.

3. During the hunt, use questions to guide children’s problem solving or for reflection following the hunt. Draw children’s attention to the words that accompany the pictures.

4. After a few hunts, encourage children to hide prizes and use cards to create hunts for their classmates.

5. As the children become more successful, try using only word cards to create the treasure hunts.
Unifix Word
Literacy Skills / Concept of Word

Materials
1. Unifix cubes

Procedure
1. Each student composes a sentence.
2. Give them one cube for each word in their sentence.
3. Show students how to build their sentences by connecting the unifix cubes. Explain that although a word may have more than one syllable, it is still represented by only one cube in the sentence.
4. In addition, students can graph their sentences by comparing which one is the longest or shortest.
Change that Vowel!
Literacy Skills / Letter Sounds

Materials
1. Words from current classroom literature or word study unit
2. Lower-case alphabet cards

Virginia SOLs
K.7, 1.6

Procedure
1. Choose and say a simple, single syllable word. Words with blends (e.g., plant), digraphs (e.g., that), r-controlled vowels (e.g., car), and/or preconsonantal nasals (e.g., hunt) will present more of a challenge for students.

2. One by one, place each letter that represents each sound in the word in a pocket chart. Have the children say each phoneme separately as you place the letters in the chart. Then have students blend the sounds together to form the word.

3. Use other vowel cards to replace the middle sound, creating new words. Discuss whether the words created make sense or are “nonsense” words.

4. Repeat with other single syllable words.

Guess My Letter
Literacy Skills / Letter Sounds

Materials
1. Large envelope
2. Laminated upper-case and lower-case letters

Virginia SOLs
K.4, K.7, 1.6

Procedure
1. Put uppercase and lowercase letters that children know in an envelope. Ask a child to pull a letter out of the envelope. The other children in the group close their eyes.

2. Tell the child to make the sound of the letter s/he is holding. The child puts the letter behind his/her back while the other children open their eyes.

3. The first child to guess what letter makes the sound wins the next turn. The child holding the card shows it to the other children. Students determine if it is an uppercase or lowercase letter.

4. If no one guesses the letter sound, show students the card and review the sound. The same child stays and chooses the next letter.
Hopscotch for Sounds
Literacy Skills / Letter Sounds

Materials

1. Bean bag or object for tossing
2. Colorful, laminated hopscotch squares taped to the floor or sidewalk chalk for outdoor play

Virginia SOLs

K.7, 1.4, 1.6

Procedure

1. Tape laminated hopscotch squares to the floor. Organize students in small groups or use as a work station.

2. Review with students how to play hopscotch. Student stands behind the line and tosses a bean bag. Student hops to the square on which the bean bag landed. When the student lands on the square, s/he says the letter sound and a word that starts with the sound.

3. VARIATION: This activity may be adapted for rhyme, syllables, word families, or sentence creation. For example, if a student lands on the word bell, s/he provides a rhyming word, such as tell.
Letter Hunt
Literacy Skills / Letter Sounds

Materials

1. Alphabet cards
2. Word document

Virginia SOLs

K.4, K.7, 1.6

Procedure

1. In advance, hide alphabet cards around the room.

2. Invite children to find a card, then sit down in a circle.

3. Have each child identify the name of his/her letter, the sound that matches the letter, and a word that begins with that sound. For example, “My letter is b, it makes the /b/ sound, and ball begins with the letter b.”

4. Invite children to hide their letters around the room and repeat the activity.

Letter Sound Sand Tray
Literacy Skills / Letter Sounds

Materials

1. Pie tins with sand
2. Box of pictures chosen from picture sorts or cut from a magazine

Virginia SOLs

K.4, K.7, 1.4, 1.6, 2.4

Procedure

1. This activity adds tactile modality to learning letter sounds by having children write the corresponding letter(s) in the sand.
2. Pick a picture from the box and say the initial, medial, and/or final sound of the word. The position of the sound depends on the focus of the lesson and the childrens' instructional level.
3. Students write the letter that corresponds to the sound in the sand.
4. Students lightly shake their pie tins to erase the letter. Repeat as a small group or include as a work station activity with students working in pairs.

Mirrors, Pipes, and Clay...Oh My!
Literacy Skills / Letter Soundss

Materials

1. Individual hand mirrors
2. Clay, Wikki Sticks, or shaving cream
3. PVC pipes

Virginia SOLs

K.4, K.7

Procedure

1. Name a letter. Ask students to form the letter using clay or Wikki Sticks, or by writing it in shaving cream. Demonstrate on the overhead projector. Describe the letter as you form it and have students repeat your description. For example, the letter F can be described as a candy cane with its arms sticking out. Also use positional and directional words such as, “start at the top and go down.”

2. After students make the letter, direct them to hold the hand mirror and make the letter sound while looking at their mouth. Discuss the positions of their teeth, tongue, and lips when they make the letter sound. It can be fun to look at a friend’s mouth, too.

3. Then, ask the children to hold the pipe to their mouths and ears like a telephone while making the letter sound. This will enable them to hear the letter sound more clearly. It can be helpful and fun to use the pipe and mirror at the same time.
**Monster Puppets**

Literacy Skills / Letter Sounds

### Materials

1. Small paper bags
2. Glue
3. Crayons or markers
4. Craft supplies (construction paper, yarn, wiggly eyes)
5. Lower-case alphabet cards

### Virginia SOLs

K.4, K.7, 1.6

### Procedure

1. Distribute supplies. Direct children to make monster puppets by decorating paper bags. Glue a letter on the front of each puppet.

2. Invite two volunteers to the front of the class to spell a two-letter word with their puppets. Tap each child on the shoulder and ask the class to give the sound of that puppet. Have children blend sounds together to say the word.

3. Repeat with new volunteers. As children achieve mastery, move on to three and four letter words.

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**Photo Line**

### Materials
1. Student photos
2. Index cards
3. Glue or tape
4. Permanent marker
5. Alphabet cards
6. Clothesline and clothespins

### Procedure
1. Make individual photo cards by gluing or taping student pictures to index cards and writing the name of each student below his/her picture. Hang the alphabet cards on a clothesline, leaving space between each letter.
2. Randomly distribute photo cards to children.
3. Call out each letter sound. (e.g., “Who has a picture of a student whose name begins with the /a/ sound?”)
4. Invite the children, one at a time, to hang their photo cards on the clothesline next to the matching letters.
5. **VARIATION:** Have children match pictures by ending sound.

### Virginia SOLs
K.4, K.7, 1.6

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Roll a Letter, Pick a Sound
Literacy Skills / Letter Sounds

Materials

1. Prepare 30 index cards with simple word sort images. Images may emphasize beginning, ending, or medial sounds and/or word families. You need 10 cards for each sound or word family. Limit the total cards to 30, thus contrasting 3 sounds or word families at a time.

2. Label wooden cubes with the 3 sounds or word families. Since there are 6 sides to the cube, each sound will be repeated twice.

Procedure

1. Students lay the 30 cards, face up on the floor. The cards should be shuffled.

2. The first player rolls the dice. The student says the sound that lands face up on the dice and finds a picture that matches the sound. For example, if the student rolls a /b/, s/he will select a picture of a bell.

3. The next student takes a turn. Eventually, there will not necessarily be a card that matches the sound rolled. If the student cannot make a match, it is the next player’s turn.

4. Students play until no cards remain. The student with the most cards wins.

5. VARIATION: This game may be made more or less difficult depending on the number of sounds and/or word families you choose to use. You may also include sounds on the dice that are not represented by picture cards. This game is simply a variation on a more standardized word sort. You may also include oddball picture cards and an oddball side to the dice for more advanced sorting.

Virginia SOLs

K.7, 1.6

**Simons Says Sounds**

**Literacy Skills / Letter Sounds**

**Materials**

1. Alphabet cards, enlarged and laminated

**Procedure**

1. Divide the class into partners and give each pair a set of alphabet cards.

2. Play Simon Says using commands such as “Simon says touch the letter F with your pinky; Simon says place the letter that makes the /s/ sound on the floor; Place the /d/ and /p/ letters on your shoe.”

3. Invite eliminated student pairs to sit near you and think of new commands for the others.

**Virginia SOLs**

K.4, K.7, 1.6

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Sort by Sound
Literacy Skills / Letter Sounds

Materials
1. Bags of small objects (toothbrush, marble, mirror, dime)
2. Plastic letters or letter cards (three per student pair)

Procedure
1. Distribute letters and objects to partners. Have them group objects by initial sounds, placing them under the corresponding letters. Have children place the objects that do not match the letters back in the bag.
2. Ask children to sort the objects again by middle or ending sounds, using the same letters. Have children share results with classmates.
3. Invite children to exchange letters or bags of objects and repeat the activity.

Virginia SOLs
K.4, K.7, 1.6

Sound Switch
Literacy Skills / Letter Sounds

Materials
1. Large alphabet cards
2. Pocket chart

Procedure
1. Place letters in a pocket chart to form a simple one syllable word (e.g. cat). Distribute other letters to students.

2. Point to each letter in the pocket chart and have the class say the sound. Ask children to blend the sounds together to form the word.

3. Invite volunteers to create new words by placing their letters over those in the pocket chart, such as placing the letter m over c to form the word mat. Have children blend the new sounds together and decide whether or not the new word makes sense.

Virginia SOLs
K.4, K.7, 1.6

Vowel Sound Uno
Literacy Skills / Letter Sounds

Materials
1. Approximately 100 index cards with a one syllable word written on each card (allocate 6 cards for each long and short vowel sound). Write the words in various colors, not exceeding 4 color options.

2. Prepare 4 cards marked Wild Card

Procedure
1. Students play in groups of 4-6 players. Each player is dealt 7 cards and each group needs a remaining deck of cards from which to draw.

2. The first player turns up the card on the top of the deck. The next player tries to match the vowel sound or the color of the word on the turned up card. If the student has a match, s/he places her/his card on the top of the turned card. If the student does not have a match, s/he draws cards from the deck until they can match either the vowel sound or the color of the word.

3. The first student with 0 cards wins.

Virginia SOLs
K.4, 1.4

**Word Line**

**Literacy Skills / Letter Sounds**

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**Materials**

1. Words from current classroom literature
2. Chalkboard and chalk (white and colored)

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**Procedure**

1. Use colored chalk to write one vowel (e.g., a) on the chalkboard three times. You will be building a separate word around each vowel. Have children identify the letter.

2. Use white chalk to write an initial consonant in front of the vowel (e.g., ma). Have children say the letter sounds together.

3. As children achieve mastery, move on to three-letter words.

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**Virginia SOLs**

K.7

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Choral Reading
Literacy Skills / Oral Reading in Context & Fluency

Materials

1. Overhead transparency or individual copies of a text

Virginia SOLs

1.8, 2.7

Procedure

1. Choose a book or passage that is conducive to reading aloud as a group - typically a story with a repetitive verse or rhyme.

2. Use an overhead projector, or give each student a copy of the book or passage so that every student in the class has access to the text.

3. Read the passage or story to the students.

4. Have all students in the group form a reading chorus and read the story or passage aloud in unison. This exercise can be supportive and encouraging for shy children and struggling readers.
Phonics Phones
Literacy Skills / Oral Reading in Context & Fluency

Materials

- 1. PVC Pipes

Procedure

1. Use PVC pipe corners for students to practice reading familiar texts aloud, thus improving their fluency. By whispering into the pipe, the student's voice is amplified into their ear.
Recorded Text
Literacy Skills / Oral Reading in Context & Fluency

Materials
1. Tape player with headphones
2. Audiotape
3. Books or poems appropriate for reading level
4. Microphone

Virginia SOLs
1.8, 2.7

Procedure
1. Record the selected story, indicating when to turn the page.
2. Show students how to read along in the book as they listen to the tape.
3. If you have access to double headphones, two students can listen to and read a story together. Students may benefit from taking the tape and book home for additional practice.
4. Students may also record themselves reading a story aloud. It is helpful and exciting for students to hear themselves reading. They can re-record until they are pleased with a final reading.
5. VARIATION: There are a number of software programs that allow students to record their reading on the computer.
Take a Break
Literacy Skills / Print Knowledge

**Materials**

1. A big book read aloud

**Virginia SOLs**

K.5, 1.5, 1.12

**Procedure**

1. When you need to take a break from reading (e.g. to answer a question), use the opportunity to point out that there are stops built into text.

2. Say to the child, “Let me finish this sentence before I answer that question.” Then point to the period when you get there. “Now I’ve reached the end of the sentence. I know I am at the end because I see a period. Now let’s see if we can find or think about an answer to your question.”

3. This helps children learn one aspect of how print works. Children should learn that there are parts to print, such as sentences, paragraphs, chapters, and that the end of a line or a page is not necessarily the end of a unit of meaning.

Classroom Scrapbook
Literacy Skills / Print Knowledge

Materials

1. Camera
2. Paper and pencil
3. Photo album or 3-ring binder

Procedure

1. Take pictures of children throughout the day, at special events, or on field trips.
2. Share the pictures and discuss with the children what is happening in each picture. Model writing a simple sentence for select pictures.
3. Let each child pick a picture. Children then write about the picture.
4. Put the children's descriptions and pictures in an album for the class library. Contribute your own page using a class photo!

Virginia SOLs

K.6, K.11
Logo Land
Literacy Skills / Print Knowledge

Materials
1. Familiar logos
2. Large wall space or bulletin board
3. Scissors
4. Class provided logos

Procedure
1. Ask children to bring in items with familiar logos, such as McDonald’s bags, cereal boxes, toy containers, snack bags, etc.
2. Cut out the logos and mount them for display.
3. Encourage children to practice reading the logos, emphasizing that logos, like letters convey meaning.

Virginia SOLs
K.6
Obstacle Course
Literacy Skills / Print Knowledge

Materials
1. Paper
2. Markers
3. Gym equipment, such as cones, hula hoops, etc.

Procedure
1. Create an obstacle course for children to walk, run, crawl, or climb.

2. Label the course with pictures, signs, and words. For example, use arrows, words like up, down, jump, stop, etc.

3. Walk the children through the course and discuss the pictures, signs, and words. Emphasize that words and symbols convey meaning.

4. EXTENSION: Children can draw or write about their obstacle course experience. Scaffold students by composing dictated sentences. Put the children's descriptions and pictures in an album. You may also invite another class to participate with your students acting as guides, reading the signs and giving directions to their peers.

Virginia SOLs
K.6
Spelling Feature Concentration
Literacy Skills / Spelling

Materials
1. Concentration cards by feature

Virginia SOLs
1.4, 1.12, 2.12

Procedure
1. Once students are familiar with a specific spelling feature, they can play Spelling Feature Concentration at a work station. The cards are organized by spelling feature. To increase difficulty, you can mix features.

2. Students lay cards face down. The first player turns over two cards. The picture must match with the appropriate spelling feature. For example, for the blend set of cards, the picture of snow must be matched with the /sn/ card. If the cards do not match, then both are turned back over.

3. Students take turns until all cards are matched. The player with the most matches wins.

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Spelling Feature Concentration: Beginning Sounds
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Spelling Feature Concentration: Digraphs

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- ch
- sh
- wh
Spelling Feature Concentration: Short Vowels
Spelling Feature Concentration Long Vowels

ow  oat  ain

ow  eigh  key
Spelling Feature Concentration: Nasals

- ng
- nt
- dw
- fng
Picture Hunt
Literacy Skills / Spelling

Materials
1. Old magazines and catalogs
2. Scissors
3. Glue
4. White paper folded into sections
5. Pencils

Virginia SOLs
K.4, K.11, 1.4, 1.12, 2.12

Procedure
1. Have students fold piece of paper until the desired number of squares/sections are created. Direct students in labeling the sections with a spelling feature.

2. Children will hunt for pictures starting with the feature being studied. Supply catalogs and magazines with likely sources of pictures.

3. Once children have cut and pasted at least one picture in each square, ask them to label each picture.
Spade of Words Card Game

Literacy Skills / Spelling

Materials

1. Deck of playing cards
2. Individual dry erase boards

Virginia SOLs

1.4, 1.12, 2.12

Procedure

1. The objective of the game is to be the first to get rid of all your cards.

2. Deal 5-8 cards to each student and place the remaining deck in the middle of the table.

3. The first student puts down a card. Everyone prepares to spell a word.

4. The number on the card indicates the number of letters that must be in the word. The first letter of the card's suit (diamond/spade/club/heart) must appear somewhere in the word or provide the first letter of the digraph/blend. For example, if the student draws a 4 of diamonds, s/he might spell “drip.”

5. Each student writes his/her word on a dry erase board. The teacher checks the spelling. If the word is misspelled or the student can't come up with a word, s/he must draw another card from the deck.

6. If a face card (king/queen/jack/ace/joker) is laid down, the students can make up any word. To make the game at your students' level, you may need to eliminate some of the higher cards, such as all sevens, eights, and nines.

7. Continue play until one student has laid down all cards. Optional rules include "no names" and/or a word may only be used once during a game.

Word Treasures
Literacy Skills / Spelling

Materials
1. Treasure chest template
2. Treasure key template
3. Short poem or passage emphasizing desired spelling feature

Virginia SOLs
K.4, K.11, 1.4, 1.12, 2.12

Procedure
1. Tell the children they are going on a treasure hunt. The treasure you want them to seek are different types of words. Create a color and jewel code by making a transparency of the Treasure Key. Children can reference the key during their search. For example, students may color all coins yellow for every /sp/ word they find and jewels blue for every /th/ word they find.

2. Distribute the reading passage for students to hunt!

3. When everyone is finished, read the selection together. Ask students to total how many of each treasure they found. Make a list of the treasure words by feature.
Word Treasures
Treasure Key

 Coins  =  

 Gem  =  

 Diamond  =  
Because...
Literacy Skills / Vocabulary

Materials
1. Sentence strips

Procedure
1. Prepare simple sentences using a vocabulary word from a recently read text and ending with “because...”
2. Have students complete the sentences, expanding on the meaning of the vocabulary word. For example, “Jack said that it was a ‘blustery’ day because...”

Virginia SOLs
1.2, 2.2, 3.2
Paired Questions
Literacy Skills / Vocabulary

Materials
1. Sentence strips and pocket chart
2. Yes and no (smile/frown) cards for each pair of questions

Virginia SOLs
1.7, 1.9, 2.8

Procedure
1. Identify new vocabulary in a selected text.
2. Using these words, develop paired questions. One question should yield an affirmative answer, the other a negative answer. Write the questions on the board or sentence strips (sentence strips allow for easy transfer to a literacy work station). For example, using a book about the rainforest, you might pose the following paired questions that help define the habitat’s characteristics, “Is the rainforest a Coatis’ habitat? Is the rainforest a raccoons’ habitat?” As you can see, these questions use important vocabulary from the text that aides in comprehension. A Coatis is related to a raccoon, but is unique to the rainforest. In this example, the word habitat is also emphasized.
3. Students read the selected text.
4. Write the paired sentences on the board.
5. Read the sentences aloud. Allow students time to think independently and even look back in the text. Select a student to place the yes and no cards with the correct sentence.
The Context Game
Literacy Skills / Vocabulary

Virginia SOLs
K.2, 1.2, 2.2, 3.2

Procedure

1. Choose a new vocabulary word that is appropriate for grade level.
2. Describe to students what the word means and use it in a sentence.
3. Ask students to describe this word in context by explaining how, why, and in what situation they would use the vocabulary word.
4. Example: Describe a situation in which someone might be 'dazed'.
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.
**I have, Who has...**

**Literacy Skills / Word Recognition**

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**Materials**

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

**Virginia SOLs**

K.5, 1.5

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**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!”

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I have... 
Who has...
I have... 
Who has...
I have... 
Who has...
I have... 
Who has...
I have... 
Who has...
Wow! We can read a lot of words!
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.
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.

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.

Virginia SOLs

K.5, 1.5
Rhyme Time

Literacy Skills / Word Recognition

Materials

1. Word bank cards

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.

Virginia SOLs

K.5, 1.5
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.

Wacky Word Wall Work

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 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.

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.

**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.
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.

Word Search
Literacy Skills / Word Recognition

Materials
1. A familiar book

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.

Virginia SOLs
K.5, 1.5
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 children’s 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.