



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.



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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!



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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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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.



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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.

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 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.