Concentration
Literacy Skills / Alphabet Recognition

Materials
1. Upper-case and lower-case tiles
2. Select the letters with which the child needs the most work

Procedure
1. Place the letter tiles face down in a square array.
2. Players take turns flipping over two tiles at a time. If the two letters match (upper-case and lower-case), the player keeps the tiles. If a player makes a match, s/he gets another turn.
3. The child with the most matches at the end of the game, wins.

Virginia SOLs
K.9, 1.5

Alphabet Fan
Literacy Skills / Alphabet Recognition

Materials
1. A box of appropriate word cards for an independent activity
2. Manila paper
3. Markers

Procedure
1. Tell children to fold the paper into a fan. Then flatten it out.
2. Count the number of folds and draw the same number of cards from the box.
3. Place the cards in alphabetical order on the table and then copy the words onto the fan in the correct order.
4. The children hand the fan in to be checked by you or peers.

Alphabet Kids
Literacy Skills / Alphabet Recognition

Materials
1. Carpeted floor
2. Masking tape

Procedure
1. Use large strips of masking tape on the carpet to make the shapes of letters.
2. Give the children enough room to be able to gather and work together.
3. Ask the kids to lie down on the floor in the shapes of the letters. (The number of kids per letter will vary depending on the number of children and the overall size of the letters).
4. Work on one letter or more per week.
5. EVALUATION: Encourage each child to be physically active, reinforce the appropriate shape of the letters, encourage self-expression, and encourage the children to work cooperatively.

Alphabetical Order

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 vice-versa.

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

Virginia SOLs

K.9, 1.5

The Alphabet Song and Tracking Activity
Literacy Skills / Alphabet Recognition

Materials
1. Alphabet chart

Procedure
1. Teach the ABC song to the tune of “Twinkle Twinkle Little Star.”
2. Model tracking as the song is sung.
3. Invite students to fingerpoint to the letters as they sing or chant.
4. Afterwards, pick out a few letters for students to identify.

Virginia SOLs
K.9, 1.5

Alphabet Scrapbook
Literacy Skills / Alphabet Recognition

Materials
1. A blank scrapbook or dictionary for each child

Virginia SOLs
K.9, 1.5

Procedure
1. Prepare blank scrapbooks/dictionaries for each child by folding seven sheets of paper in half and stapling them on the crease.

2. Children can practice writing upper-case and lower-case letters on each page.

3. Children can cut out letters in different fonts or styles from magazines or newspapers, and then paste them into their scrapbooks.

4. Children can draw pictures and other things that begin with the corresponding letter on each page.

5. Magazine pictures can be cut and pasted onto the corresponding letter page. These pictures can also be labeled with the beginning letter sound.

6. As children begin to acquire a sight vocabulary, known words can be added to the alphabet book to create a personal dictionary.

Alphabet Eggs
Literacy Skills / Alphabet Recognition

Materials
1. Dark-colored marker
2. Alphabet Eggs template
3. Cardstock

Virginia SOLs
K.9, 1.5

Procedure

1. **Create a simple set of puzzles designed to practice the pairing of upper-case and lower-case letters.** Using the Alphabet Eggs template, make enough copies for 26 eggs. Cut the eggs in half using a zig-zag line. Make each zig-zag different so the activity is self-checking. Students should say the letters to themselves and put the eggs back together by matching the upper-case and lower-case form.

2. **VARIATION:** There are many other matching activities that can further the recognition of upper-case and lower-case pairs. In October, for example, pumpkin shapes can be cut into two parts with a zig-zag. In February, heart shapes can be cut apart the same way. Acorn caps can be matched to bottoms, balls to baseball gloves, frogs to lily pads, and more. You may also decide to use the Alphabet Eggs template to make an onset and rime game or two-syllable word game.

Alphabet Eggs
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.
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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Letter Matching Activities
Literacy Skills / Alphabet Recognition

Materials
1. Upper-case and lower-case letter cards, tiles, or plastic letters

Procedure
1. Spell out a child’s name with letter cards, tiles, or plastic letters.
2. Spell it with upper-case letters in the top row and ask the child to match the lower-case letters in the row below.
3. Mix up the upper-case row and have the child unscramble the letters to form their name once again.
4. Mix up the lower-case row and repeat step 3.
5. VARIATION: Rematch the upper-case and lower-case tiles, letter for letter. Place a blank index card beneath each letter. Write each letter on the blank cards, discussing the details of direction and movement in letter formation.

Virginia SOLs
K.9, 1.5

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**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

You've Got Mail
Literacy Skills / Alphabet Recognition

Materials
1. 26 sheets of paper labeled with a letter of the alphabet
2. Envelopes
3. Mailbox or bag

Virginia SOLs
K.9

Procedure
1. Place a letter sheet in each envelope and put all the envelopes in the box or bag.
2. Have children sing the following to the tune of “For He’s a Jolly Good Fellow”:
   I’m sending you a letter/I’m sending you a letter/I’m sending you a letter/
   This letter is for (child’s name).
3. As the children sing, include a different child’s name at the end.
4. The child that is named takes a letter from the mailbox, opens it, and identifies the letter.
5. Continue until all the letters have been opened or until every child has had a turn.

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!
Anticipation Guide
Literacy Skills / Comprehension

Materials
1. Anticipation Guide statements

Virginia SOLs
K.8, 1.11, 2.8, 3.5

Procedure
1. Identify major themes or ideas in the reading selection.

2. Write 3-5 statements related to selected themes or events that are likely to ignite discussion.

3. Present the statements to the students on an overhead projector, the chalkboard, or as a handout.

4. Allow a few minutes for students to respond privately to each statement by indicating their agreement or disagreement on paper.

5. Engage the students in a discussion about the statements by asking for their reactions. This discussion should include reasons for responses.

6. Read the text. Following the reading, continue discussion, including going back to the text to support their initial thoughts and new discoveries.

Source: Adapted from Literature-Based Reading Activities, 2/e Copyright (c) 1996 by Pearson Education. Reprinted by permission of the author. Yopp, H. K., & Yopp, R. H. (1996). Boston: Allyn and Bacon.
Brainstorm-Reflect-Reformulate (1-2-3)
Comprehension / Literacy Skills

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

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.

Virginia SOLs
K.2, K.8, 1.2, 1.7, 1.9, 2.2, 2.8
Character Maps
Literacy Skills / Comprehension

Materials
1. A single sheet of paper with 2-4 large squares on the page
2. A book with 2-4 characters

Virginia SOLs
1.2, 2.2, 3.2

Procedure
1. After reading part of a book, students identify at least 2 characters for analysis. Each character’s name is placed near the top of the box and character traits are listed under each name.

2. Ask students to draw arrows from one square to the next, indicating the relationship between the characters.

3. Have students write words that describe the relationship between the characters next to the arrow.

4. VARIATION: Students can take turns listing characters and traits. The teacher can write these in squares on the board. You may also create character maps similar to concept maps with a picture of the character in the middle.

Source: Adapted from Literature-Based Reading Activities, 2/e Copyright (c) 1996 by Pearson Education. Reprinted by permission of the author. Yopp, H. K., & Yopp, R. H. (1996). Boston: Allyn and Bacon.
Common Threads
Literacy Skills / Comprehension

Materials
1. Read aloud with obvious conflict and solution

Virginia SOLs
1.9, 2.5, 2.8

Procedure
1. Common Threads helps students relate their experiences to the story/character prior to reading.

2. Before reading, ask students to think about a difficult situation they’ve experienced. The situation may or may not be related to the story.

3. Encourage students to talk about their situations/ experiences. How did students cope with the situation? Did the experience change them in any way?

4. Explain to students that you’re asking them to think about these experiences is that the main character in the book they will be reading faces a difficult or unusual situation. They will learn about the situation when they read the book, but first you want them to think about their own experiences.

5. Write the headings “problem,” “solution,” and “how changed?” on the board. Model the activity by giving an experience from your own life. Elaborate orally on these responses as you write them. Tell students that you are writing quickly and not worrying about spelling or using complete sentences.

6. After modeling, have students write their own problems, solutions, and changes.

7. Let students share their experiences with the class. You may want to record some on the board or a chart.

8. After ample discussion, introduce the story and relay the setting of the story to the class discussion.

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

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Graphic Organizer

Story Map

Name

Title

Middle/Conflict

Beginning

End/Solution
**Double Entry Journal**

**Literacy Skills / Comprehension**

**Materials**
1. Paper
2. Pencil
3. Book

**Virginia SOLs**
1.11, 2.8, 3.5

**Procedure**

1. Have students fold an 8.5 by 11 inch lined sheet of paper in half lengthwise.

2. Ask students to read a book or story and then select passages from this reading that are interesting or meaningful to them.

3. Students write this important information on the left-hand side of the paper. Have students list the page number beside the passage information.

4. Direct students to write their reactions to this information on the right-hand side of the paper, across from the listed information.

5. Students may be given the opportunity to share their journal entries with their classmates.

Source: Adapted from Literature-Based Reading Activities, 2/e Copyright (c) 1996 by Pearson Education. Reprinted by permission of the author. Yopp, H. K., & Yopp, R. H. (1996). Boston: Allyn and Bacon.
Extra! Extra! Newspaper Book Review

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.

Induced Imagery
Literacy Skills / Comprehension

Materials
1. Two or more brief descriptive passages

Virginia SOLs
1.11, 2.8, 3.5

Procedure
1. Select a passage to read aloud. The passage should be very descriptive so students can see how words help form mental pictures. The passage should be brief (about 100 words). Make an overhead transparency of the passage or print it on a chart large enough for all to see.

2. Model, by thinking aloud, how you are imagining the story as you read. Tell students what you are imagining, why mental imagery is of value, and how to do it.

3. Provide students with guided practice. To begin, read aloud the first part of another prepared passage. Without finishing the passage, stop and ask students to think-pair-share with a partner the images they are forming OR have students draw as they listen to the passage being read aloud. Invite students to share their images with the whole group. You may share your images as well. Discuss how readers will and should imagine the same text differently. Compare images with the whole group, discussing likes and differences.

4. Provide students time to apply mental imagery independently while reading their self-selected books. Again, students may draw their mental images, noting the corresponding text in their books. Students’ drawings may serve as a performance assessment of how well they are able to use mental imagery.

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.

KWL Chart

Materials
1. KWL chart
2. Non-fiction text

Procedure
1. Choose a non-fiction book for students to read that provides information on a selected topic area (i.e. polar bears).
2. Before reading the book, have students fill in the “Know” column, listing what facts they already know about polar bears.
3. Have students complete the second column, listing questions about “What” they’d like to know about polar bears.
4. Instruct students to read the story.
5. In the third column, have student list what they’ve “Learned” about polar bears.
6. Finally, ask students to list questions that they still have after reading the story. Ask students how they could find answers to these questions. You may wish to provide students with additional texts on polar bears or allow time for searching online.
7. Discuss the reading and the content listed in the columns as a class.
8. VARIATION: This activity can also be completed as a group, with the teacher completing the chart on the board or overhead projector.

Source: Adapted from Literature-Based Reading Activities, 2/e Copyright (c) 1996 by Pearson Education. Reprinted by permission of the author. Yopp, H. K., & Yopp, R. H. (1996). Boston: Allyn and Bacon.
Graphic Organizer
KWL

Name
Title

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<th>What I Know</th>
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**Literature Maps**

**Literacy Skills / Comprehension**

**Materials**

1. Paper folded into 4 or more sections
2. Pencils

**Virginia SOLs**

1.2, 2.2, 3.2

**Procedure**

1. Label each section with one of the following category names: setting, themes, predictions, or questions.

2. The reader’s task is to write category-related information in each section as s/he reads a book. For example, given a section labeled “setting,” the reader jots down words, phrases, or sentences about the setting of the story.

3. Once students complete their individual maps, draw a large map on the board and ask students to contribute responses. Students may modify their personal maps while creating the class map.

4. VARIATION: For a whole group activity, you may make a large Literature Map on chart paper or the board. Students may write category-related information on post-it notes and then stick them in the corresponding section.

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**Make Your Own**

**Materials**
1. Crayons or markers
2. Assorted construction paper
3. Stapler

*If You Give a Pig a Pancake* and *If You Give a Moose a Muffin* by Laura Numeroff

**Virginia SOLs**
1.11, 2.8, 3.5

**Procedure**
1. Read *If You Give a Pig a Pancake* to your class. Point out that pig and pancake begin with the same sound and letter.

2. After reading the story, discuss the similar book title, *If You Give a Moose a Muffin*. Encourage students to identify what is similar about these two titles (the animal and food begin with the same letter.)

3. Invite students to come up with their own book titles that include an animal and a food that begin with the same letter and sound. To avoid repetition, assign each child a different letter of the alphabet. Put Laura Numeroff’s other “What If...” books on display for the class to come up with their own book titles.

4. Distribute colored construction paper to your students.

5. Help students print their story titles onto their book covers. Explain to the class that they are the author and illustrator of their book covers. Using Numeroff’s other books as samples, show them where to write their names.

6. Using crayons and markers, have students draw a picture on their book covers. Be sure they include an animal and food.

7. Arrange and staple the book covers in alphabetical order by title onto the bulletin board.

8. Add the title “If You Give a...” to the display.

9. VARIATION: For a whole group or work station activity, put the students’ book covers in ABC order.

10. HELPFUL HINT: For those tricky letters, consider Xai (Chinese for shrimp), Uva (Spanish for grape), Iguana, and Zucchini.

Source: http://teacher.scholastic.com/authorsandbooks/authors/numeroff/classact.html
Opinionnaires
Literacy Skills / Comprehension

Materials
1. Opinionnaire
2. Pencil
3. Text

Virginia SOLs
1.11, 2.8, 3.5

Procedure
1. The teacher generates a series of questions to tap students’ opinions and attitudes related a theme in the book. Keep in mind there is no single correct answer.

2. Have students fill out and discuss the opinionnaire before reading the book.

3. Students may examine if their opinions have changed and why after reading the book.

Source: Adapted from Literature-Based Reading Activities, 2/e Copyright (c) 1996 by Pearson Education. Reprinted by permission of the author. Yopp, H. K., & Yopp, R. H. (1996). Boston: Allyn and Bacon.
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.
Preview-Predict-Confirm
Literacy Skills / Comprehension

Materials
1. Preview-Predict-Confirm template

Virginia SOLs
1.7, 1.9, 2.8

Procedure
1. Provide students with individual copies of a selected text. Allow time for students to begin looking through the text, but not enough time to read it in its entirety.

2. After a few minutes, direct students to close their books. Ask students to generate a list of words they think will appear in the text, offering explanations for their predictions.

3. Students then read or follow along to a read aloud of the book.

4. After reading, students review their list, noting and discussing which predictions were confirmed and adding new vocabulary to the confirmation box.

5. OBJECTIVE: This activity enables teachers to see how close a match exists between language and content of the text and the language and prior knowledge of the students.

6. VARIATION: You may adapt this activity to focus on plot prediction rather than vocabulary by asking students to predict what they think will happen based on a quick picture walk through the book.

Source: Adapted from Literature-Based Reading Activities, 2/e Copyright (c) 1996 by Pearson Education. Reprinted by permission of the author. Yopp, H. K., & Yopp, R. H. (1996). Boston: Allyn and Bacon.
Graphic Organizer
Preview-Predict-Confirm

Name ____________________________________________

Title ____________________________________________

1. Preview

<table>
<thead>
<tr>
<th>Predict</th>
<th>Confirm</th>
</tr>
</thead>
<tbody>
<tr>
<td>What words do you think you will encounter?</td>
<td>What words did you find?</td>
</tr>
<tr>
<td></td>
<td>What new words did you learn?</td>
</tr>
</tbody>
</table>
Search for the Signals
Literacy Skills / Comprehension

Materials

1. Overhead projector
2. Big Books

Virginia SOLs

K.8, 1.11, 2.8, 3.5

Procedure

1. Select specific sections from a familiar text that include the typographic signals to which you want students to attend (comma, period, question mark, exclamation point, underlined/enlarged/bold print). Consider teaching each signal in a focused mini-lesson before attempting “Search for the Signals.”

2. Using an overhead projector or chart paper, enlarge the passage. You may also use big books that show specific examples.

3. Tell students that you will read the sentence(s) two times. Prepare the students to listen for the better or more enjoyable reading. In a monotone voice, read the sentence(s) to the students. Re-read the sentence, using all typographic signals. Ask students to point out the differences: Which reading interested them more? Did emphasizing different words and pausing at different times give them a better understanding of what the author was trying to convey? Finally, point out the different typographic signals that you used and how these helped you read with meaning.

4. Provide students with meaningful practice and tell them to be “on the lookout” when reading to themselves.

5. When the silent reading period ends, have students read aloud one or more sentences in which they used a typographical signal and state what they believe a good reader should do when they encounter the signal.

6. VARIATION: To introduce the activity, you may post pictures of different typographical signals around the room. Have students search the room and retrieve the signals. Review what each signal informs the reader to do. A complementary read aloud to “Search for the Signals” is Punctuation Takes a Vacation by Robin Pulver. When reading silently, students may mark typographical signals with highlighting tape.

Think Aloud
Literacy Skills / Comprehension

Procedure

1. Select a passage to read aloud. The passage should have points that will pose some difficulties, such as ambiguity and unknown words.

2. Begin reading the passage aloud while students follow along. When you come to a trouble spot, stop and think through it aloud while students listen to your thought process.

3. Read the book in its entirety, stopping at trouble spots throughout. After two or three examples, invite students to share their thoughts as well. For the final think aloud, have students think-pair-share with a partner what they are thinking at that point in the text.

4. Scaffold students with this strategy until they can use the procedure independently. Silent readers may use a checklist, draw, or write in a response journal as an independent think-aloud. To do so, the teacher should designate stopping points for the silent think-aloud to occur.

Virginia SOLs

1.11, 2.8, 3.5

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

WordSplash
Literacy Skills / Comprehension

Materials
1. Overhead or chart paper
2. Colorful markers
3. 6 to 10 words from story

Virginia SOLs
1.11, 2.7, 3.4, 3.5

Procedure
1. Write the title of the story in the center of an overhead or piece of chart paper. “Splash” 6-10 colorful, unusual, or unfamiliar words in the story around the title. Tell the students these are words they will encounter in the story.

2. Ask students to read the words aloud as you point to each one. Explain that they can use the words to predict what will happen in the story. Students guess how the words relate to each other.

3. If students need help, use some of the words in a sentence without suggesting the story line.

4. Read aloud or have the students read silently a part of the story. Ask students if they would like to change their predictions. Continue this process as needed until the end of the story.

2. VARIATIONS: Create WordSplash prior to viewing a film, pausing periodically for students to discuss and revise predictions. For non-readers, create a PictureSplash and follow the same process.
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

Be the Sentence
Literacy Skills / Concept of Word

Materials
1. Large index cards

Procedure
1. Create a short sentence, such as “Today is Monday.”
2. Write each word from the sentence on a large index card.
3. Give index cards to children and provide the word on the card (e.g., “Stephanie, you are the word Today; Lorenzo, you are the word Monday”).
4. Ask the students to work together to arrange themselves into the sentence.
5. Have another child read the sentence to check the direction and order.

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.

**Cloze Procedure**

Literacy Skills / Concept of Word

**Materials**

1. Familiar songs, poems, and rhymes printed on chart paper with some words missing or only showing the initial letter

**Procedure**

1. Read and fingerpoint the text with the children. Fingerpointing and accurate tracking of words help children make predictions about the missing items. Skip missing words when tracking.

2. Guide students to figure out the omitted words using letter clues or rhyming patterns.

**Virginia SOLs**

K.5, 1.5

Cut-Up Sentences
Literacy Skills / Concept of Word

Materials

1. A familiar sentence written on a sentence strip
2. Scissors
3. Pocket chart (optional)

Virginia SOLs

K.4, K.5, 1.5

Procedure

1. Read the sentence aloud to the students. Choral read the sentence together. Then cut the sentence into individual words.

2. Ask the students to reconstruct the sentence. You may wish to provide the completed sentence on a second sentence strip as a model for children to match. After sufficient scaffolding, you may increase independence by no longer providing a complete, model sentence.

3. Demonstrate how to rebuild the sentence: “What letter would you expect to see at the beginning of ...”

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 Magic
Literacy Skills / Concept of Word

Materials

1. A morning message written on chart paper
2. Pen

Virginia SOLs

K.5, 1.5

Procedure

1. Write a morning message. Use the same words, sentences, and phrases over and over to increase familiarity and build confidence.

2. Leave blank spaces in place of words or letters. Draw boxes in the spaces to show the number and sizes of the missing letters.

3. Do three re-readings; the first is silent. The second is aloud, but the children put a finger over their lips when you point to a word with a box or boxes. This gets them using the “cloze technique” to help determine the missing words and to use their knowledge of phonics to figure out missing letters. Do a third reading and choose students to apply the missing letters or words. This helps to review letter sounds and can be used to teach basic sight words or CVC words.

4. Sometimes you can let children circle words that they know in the message. After the oral reading, select children to come up to the letter and point to a word they can read. Then they may circle the word using a pen. This helps children develop sight vocabulary. They will often figure out words using their phonemic skills or by using context clues by reading the surrounding words. Praise them for techniques they use to figure out words.

Source: Lindsey, D. Postman Poquoson Primary School. Poquoson, VA.
Morning Message
Literacy Skills / Concept of Word

Materials

1. A morning message written on chart paper

Virginia SOLs

K.5, 1.5

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.
<table>
<thead>
<tr>
<th>Pre-K Cafe</th>
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<tr>
<td><img src="pre-k-cafe.png" alt="Image of food items" /></td>
</tr>
</tbody>
</table>
Rhyming for Reading
Literacy Skills / Concept of Word

Materials
1. A simple rhyme or poem written on chart paper

Virginia SOLs
K.5, 1.5

Procedure
1. Teach children the words to the poem. It is best to use poems with four lines. Please do not use any of the poems used for the PALS COW tasks.

2. Model for the children how to point to the words as they read. Invite children to try tracking the words as they chant the words.

3. Smaller copies of the poem can be sent home with the children and/or kept in a class book.

4. From repeated opportunities, teachers can easily monitor the children's developing concept of word based on vague sweeps from left to right, ability to self-correct, and the careful matching of speech to print.

A Sentence A Day
Literacy Skills / Concept of Word

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

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

Virginia SOLs
K.5, 1.5

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 singe 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 Sounds

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.

Virginia SOLs
K.7, 1.6

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 can not 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.

Show Me
Literacy Skills / Letter Sounds

Materials

1. Show Me pockets
2. Set of letter cards for each student

Virginia SOLs

K.4, K.7, 1.6

Procedure

1. Create Show Me pockets by folding over a piece of strong paper three times (like a letter for an envelope). Then fold up the bottom and tape or staple sections to create three small pockets. Make sure the letters fit inside the pockets so that they can easily be seen.

2. Place a set of letter cards and a Show Me pocket on each student’s desk.

3. Call out a CVC (consonant-vowel-consonant) word and ask students to put letters in the correct position in their pockets to create the word. Have the students close their pockets.

4. Say, “Show Me!”

5. Have the students open their Show Me Pockets to reveal the word they created.

6. The teacher calls out a new word and the three steps are repeated.

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Simon Says Sounds
Literacy Skills / Letter Sounds

Materials

1. Alphabet cards, enlarged and laminated

Virginia SOLs

K.4, K.7, 1.6

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.

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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

Virginia SOLs
K.4, K.7, 1.6

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.

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Stomp and Snap
Literacy Skills / Letter Sounds

Virginia SOLs
K.7

Procedure

1. If the teachers says the name of a letter, students stomp one of their feet. If the teacher makes the sound of a phoneme, students snap their fingers. This activity can be done with children after they have learned the letter names and some of their letter sounds.
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

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

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.

Virginia SOLs
K.7

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.
Paired Reading
Literacy Skills / Oral Reading in Context & Fluency

Materials

1. One struggling reader and one proficient reader
2. Two copies of an interesting reading

Virginia SOLs

1.8, 2.7

Procedure

1. Sit the two students side by side.
2. Give each student a copy of the passage and ask them to read together.
3. When the proficient reader reads, s/he acts as a fluency model. When the less proficient reader reads, the other student is there to provide support.
4. The pairs should be created thoughtfully, with not too great a distance between the students’ levels.
5. Keep the pairs together for several weeks before creating new pairs.

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.

Virginia SOLs
1.8, 2.7
Poetry Club
Literacy Skills / Oral Reading in Context & Fluency

**Materials**
1. Various poetry books

**Virginia SOLs**
1.8, 2.7

**Procedure**
1. Read aloud several poems to your students and display poetry books throughout the classroom.

2. Give students time to look through the books and select a poem to read to the class. Allow students plenty of time to practice the poem and experiment with different ways of reading it.

3. Students can select a poem on Monday, practice it over the course of the week, and read aloud during Poetry Club on Friday. Post a Poetry Club sign-up sheet where students can choose a time to share their poem.

4. Gather the students during Poetry Club time. Students may include why they chose the poem.
Radio Reading
Literacy Skills / Oral Reading in Context & Fluency

**Materials**

1. Narrative or expository passage
2. Small group of students
3. Objects that provide children with a historical context for radio

**Virginia SOLs**

1.8, 2.7

**Procedure**

1. Discuss the content and style of a radio broadcast, emphasizing the importance of listening comprehension and communicating a clear message. You may wish to share a historic broadcast with students and/or find images of children listening to the radio prior to television. Explain that radio, like reading, requires you to use your imagination and visualize images. You may wish to bring in examples of radios today.

2. Distribute the passage and assign a part to each student.

3. Allow students time to practice their part - individually or with a partner.

4. Perform the passage with students reading their assigned parts. There is no need for props or costumes, since this is “radio”.

Read Around
Literacy Skills / Oral Reading in Context & Fluency

Materials
1. Books, magazines, comics, etc. familiar to students
2. Post-It notes

Virginia SOLs
1.8, 2.7

Procedure
1. Ask students to look through something they have already read to find a favorite sentence or paragraph.
2. Using Post-It notes, students mark the passage. Allow students enough time to practice reading their passage silently or aloud.
3. A student volunteer to reads his/her passage while the other students listen. Instead of calling on students, allow each student to continue the reading with his/her passage as soon as another student finishes. Continue until every student has had a chance to read.
4. After the read around, have students share why they chose their passage.
Readers Theatre
Literacy Skills / Oral Reading in Context & Fluency

Materials

1. Books or reading passages for students to read

Procedure

1. Select a text that is appropriate for grade level and lends itself to being read aloud by multiple students. Typically, readers theatre should use an independent text.

2. Briefly describe/review the story. Work with students to pick appropriate roles.

3. Students practice reading the script independently (and at home).

4. Explain to students that gestures, props, and movement are not used in Readers Theatre. Instead, the focus is to use one's voice, emotion, and expression.

5. Students practice as a group.

6. When the students are ready, have them perform the story for their classmates.

Virginia SOLs

1.8, 2.7
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.
Running Record
Literacy Skills / Oral Reading in Context & Fluency

Materials
1. Running Record form
2. Text for student to read

Virginia SOLs
1.8, 2.7

Procedure
There are two purposes for using a running record: (1) to determine if the material that the student is reading is on an appropriate level, and (2) to see what strategies the student is using to determine unknown words.

1. Select a text that you believe is at the student’s instructional level. As the student reads, record his/her performance using either a typed copy of the text or a 100 Word Chart. The Oral Reading in Context QuickCheck includes a great 100 Word Chart template. Use Running Record conventions when scoring. You may find Running Record conventions in the PALS 1-3 Administration and Scoring Guide on page 19.

2. After scoring the running record, calculate the percentage of errors by counting the number of errors and subtracting from 100. This is the student’s percentage of accuracy.

3. Determine the student’s instructional level using the chart below.

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<td>Independent</td>
<td>85-90%</td>
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Timed Repeated Reading
Literacy Skills / Oral Reading in Context & Fluency

Materials

1. Timed Repeated Reading chart
2. Passage from independent level or familiar text
3. Stopwatch or clock

Virginia SOLs

1.8, 2.7

Procedure

1. Select an easy passage of approximately 100 words.

2. The child reads aloud a selection while the teacher records the time. The student's first or second reading of the passage is to be used as a baseline to chart improvement with each reading.

3. There are many ways to conduct a Timed Repeated Reading:
   - One minute reading - The student reads for 1 minute. The teacher or partner counts the number of words read during each trial.
   - Timed Reading - The student reads the same passage each time. The teacher or partner counts how many seconds it took to read the same passage.
   - Words per minute - Choose a passage. Time the student when s/he reads the passage. To determine WPM, use the total number of words in the passage and multiply this by 60. Take this total and divide by the total number of seconds it took the child to read the passage.

4. The Oral Reading in Context QuickCheck is a great template for recording the student's progress. Children are motivated by and often enjoy personally charting their progress.

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.

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
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
Treasure Hunt
Literacy Skills / Print Knowledge

Materials
1. School related prizes, such as stickers, erasers, pencils, etc.
2. Cards with words/pictures of room items or locations

Procedure
1. Organize a treasure hunt during which small groups of children use a set of cards with pictures and words 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. Draw children's attention to how the words name or describe the picture.
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 cards without pictures to create the treasure hunts.

Virginia SOLs
K.6

What Shall We Read Today?

Literacy Skills / Print Knowledge

Materials

1. Various story books displayed around the classroom

Procedure

1. Show children a range of books that you have chosen from the classroom library.

2. Ask children to choose a book for you to read aloud. Ask them how they made their decisions. Why did the book look interesting? What do you think the book will be about?

3. Focus on the idea of looking at the cover and discuss what is on it.

4. Discuss how it’s helpful to look at the pictures, cover, and title when making a choice.

5. Ask students, as a class, to now select a book, providing reasons as to why they picked the book. Model read the book. Check-in with students to determine if the pictures, cover, and title matched the story well.

Virginia SOLs

K.5

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: CYCLE
Spelling Feature Concentration: Short Vowels
Spelling Feature Concentration Long Vowels

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Spelling Feature Concentration: Nasals
Follow the Path Game
Literacy Skills / Spelling

Materials

1. One copy of follow-the-path gameboard
2. Picture or word cards
3. 1 manilla folder
4. Game pieces

Virginia SOLs

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

Procedure

1. Paste the game board to the inside of the manila folder. Label each space on the game board path with one of four features being studied.

2. Reproduce a set of picture or word cards that correspond to the four features labeled on the game board. Copy the pictures or words on cardstock for durability.

3. Turn the picture cards face down in a stack.

4. Each player draws a picture or word card in turn and moves their playing piece to the next space on the path that is marked by the corresponding feature.

5. The winner is the first to arrive at the end destination.
Object Sort
Literacy Skills / Spelling

Materials

1. Small objects that begin with the consonant sounds you are studying
2. Letter cards or tiles used as headers for the sort

Procedure

1. Scramble the objects and ask children to sort them under the correct letter. Children can work individually or with a partner.
2. To extend the activity, ask students to draw and write about one of the objects. Make sure that the spelling of the object name includes the correct beginning consonant.

Virginia SOLs

K.4, K.11

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.
Show Me
Literacy Skills / Spelling

Materials
1. Show Me pockets
2. Set of letter cards for each student

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

Procedure
1. Create Show Me Pockets by folding a piece of strong paper three times (like a letter for an envelope). Holding the paper with the three sections going vertically, fold up the bottom, horizontally, and tape or staple sections to create three small pockets. Make sure the letters fit inside the pockets so that they can easily be seen.

2. Place a set of letter cards and a Show Me Pocket on each student's desk.

3. Call out a CVC (consonant-vowel-consonant) word and ask the students to put the correct letters in the correct position in their pockets to create the word. Have the students close their pockets.

4. Say “Show Me!”

5. Have the students open their Show Me pockets to reveal the word they created.

6. The teacher calls out a new word and these steps are repeated.

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**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

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=  

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### Alphabet Antonyms Table

#### Literacy Skills / Vocabulary

#### Materials

1. Alphabet-Antonyms table for each student
2. Copies of a thesaurus, a synonym dictionary, or other word resource.

#### Virginia SOLs

1.2, 1.10, 2.2, 3.2

#### Procedure

1. Select words beginning with the same letter (e.g. gone, garish, gregarious, grotesque, glee). These are the “target words.” The “target letter” for this example, is “g.”

2. Make a transparency of the Alphabet-Antonyms table. Write the antonyms of the target words in the first column.

3. Students determine the target words, knowing only the antonym and that the words in the second column begin with the same letter.

4. After a 5-minute period, students may use a thesaurus, a synonym dictionary, or other resource.

5. Students share their tables and display a completed table for reference.

<table>
<thead>
<tr>
<th>Antonyms</th>
<th>Target Words</th>
</tr>
</thead>
<tbody>
<tr>
<td>found</td>
<td></td>
</tr>
<tr>
<td>plain</td>
<td></td>
</tr>
<tr>
<td>shy</td>
<td></td>
</tr>
<tr>
<td>beautiful</td>
<td></td>
</tr>
<tr>
<td>sadness</td>
<td></td>
</tr>
</tbody>
</table>

Alphabet-Antonyms Table

**Name**

**Title**

**Target Letter:** _____

<table>
<thead>
<tr>
<th>Antonyms</th>
<th>Target Words</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>
Alphaboxes
Literacy Skills / Vocabulary

Materials
1. Alphaboxes template
2. Pencil

Virginia SOLs
1.2, 2.2, 3.2

Procedure
1. After reading a story or unit of study, students work in pairs or small groups to think of words that reflect important points. Students insert the words into the appropriate Alphaboxes on the template. Note, some boxes may not be filled in. Make sure students tell how each word relates to the story. Create a class composite.

2. VARIATION: Using the words collected in the Alphaboxes, students can create fact sentences, dictionary pages, and word walls. Older students can also write questions to go with the focus words and play Jeopardy.

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anansi</td>
<td>creature</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ashanti</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>adventure</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>E</td>
<td>F</td>
<td>G</td>
<td>H</td>
</tr>
<tr>
<td>father</td>
<td>fish</td>
<td>falcon</td>
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</tr>
</tbody>
</table>
# Alphaboxes

**Name**

**Title**

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
</tr>
</thead>
<tbody>
<tr>
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<td>F</td>
<td>G</td>
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<td>I</td>
<td>J</td>
<td>K</td>
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<td>N</td>
<td>O</td>
<td>P</td>
</tr>
<tr>
<td>Q</td>
<td>R</td>
<td>S</td>
<td>T</td>
</tr>
<tr>
<td>U</td>
<td>V</td>
<td>W</td>
<td>XYZ</td>
</tr>
</tbody>
</table>
Alphabet Vocabulary Game
Literacy Skills / Vocabulary

Virginia SOLs
K.2, 1.2, 2.2, 3.2

Procedure

1. Start by saying, “My neighbor drives a delivery truck. One day he delivered...” and name something that begins with the letter a.

2. The next student continues the game by repeating the statement and naming an object beginning with the letter b.

3. VARIATION: Make the game more challenging by starting with a blend (e.g., cr) and/or use content related prompts and vocabulary.

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
Class Dictionary
Literacy Skills / Vocabulary

Materials
1. Index cards
2. Container to store cards

Procedure
1. Divide the class into five homogenous groups. Each group will be responsible for adding one word to the dictionary one day a week.

2. The group meets briefly to decide on a word, selected from classroom instruction, each day. It is important that every student is familiar with the word.

3. The group presents the word and the entry to the class. The card is entered into the class dictionary.

4. A month following the dictionary’s introduction, individual students add words under the teacher’s direction. Each student is responsible for one word a week (presentation to the whole class is omitted).

5. The dictionary is available to the class for reference purposes. It is an extension of a picture dictionary that younger students might create.

Context Puzzles
Literacy Skills / Vocabulary

Materials
1. Letter tiles for instruction and a set of letter tiles for each student
2. Sentence strips

Virginia SOLs
K.2, 1.2, 2.2, 3.2

Procedure
1. Choose a word puzzle and select the letter tiles needed to spell the word. (e.g., For the word bag, you will need b and g letter tiles.)
2. Prepare context sentences on sentence strips (e.g. Jane opened her...).
3. Have students fill in the word in each sentence by holding up the missing letter tile.
Feature Grid
Literacy Skills / Vocabulary

Materials
1. Feature grid

Procedure
1. Select a topic area (e.g. types of literature; see below).

2. Write words that are related to this topic across the top of the chart or grid.

3. Write features or properties that are shared by only some of the words along the left side of the grid.

4. Have students analyze each word and write either yes or no in each cell to designate whether the feature is associated with the word.

5. Use the grid for discussion.

<table>
<thead>
<tr>
<th>Types of Literature</th>
<th>Fiction</th>
<th>Non-Fiction</th>
<th>Historical Fiction</th>
</tr>
</thead>
<tbody>
<tr>
<td>Characters</td>
<td>+</td>
<td>-</td>
<td>+</td>
</tr>
<tr>
<td>Factual Information</td>
<td>-</td>
<td>+</td>
<td>+</td>
</tr>
<tr>
<td>Plot</td>
<td>+</td>
<td>-</td>
<td>+</td>
</tr>
<tr>
<td>Picture Captions</td>
<td>-</td>
<td>+</td>
<td>-</td>
</tr>
</tbody>
</table>

I Spy Vocabulary Game

Literacy Skills / Vocabulary

Virginia SOLs

K.2, 1.2, 2.2, 3.2

Procedure

1. Begin with a word that starts with a blend and an initial clue. For example, “I’m thinking of a word that starts with ‘bl’. The word is what the wind does.” (blow)

2. Additional hints are given, for example, “It has four letters.”

Many Way Words
Literacy Skills / Vocabulary

Materials
1. Large poster board or other display area
2. Magazines with pictures

Procedure
1. The teacher selects a word from previous vocabulary instruction. The word should have multiple meanings. For example, the word “paper,” may refer to wall paper, writing paper, construction paper, newspaper, or wrapping paper.
2. Students are asked to find pictures or items that show one of the multiple meanings.
3. Students share and add their pictures or objects to a class display or “museum.”

Virginia SOLs
K.2, 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.
**Pear Pair**

**Literacy Skills / Vocabulary**

**Materials**

1. A deck of at least 40 word cards with pair cards

**Virginia SOLs**

1.2, 2.2, 3.2

**Procedure**

1. Prepare a deck of at least 40 word cards. You will need a pair of cards for each word. The matching pair cards to the word cards must be a synonym, definition, antonym, a cloze sentence in which it makes sense, a picture symbolizing its meaning, or another match appropriate for your class.

2. All cards are dealt and players pick one card from the player on their left in turn.

3. Pairs must be placed on the table.

4. The first player to pair all his/her cards wins.

The Sentence Game
Literacy Skills / Vocabulary

Materials
1. Chart paper or sentence strips
2. Markers

Virginia SOLs
1.2, 2.2, 3.2

Procedure

1. Prepare the following for each word (e.g. Aeronaut):

   Question - uses the meaning of the word; What is an aeronaut's job?

   Sentence 1 - a broad but meaningful context; The aeronaut was getting the hot air balloon ready for flying.

   Sentence 2 - adds more detailed information; The aeronaut told her helpers to let go of the ropes so she could fly the hot air balloon.

   Sentence 3 - an explicit definition; An aeronaut is a person who flies a hot air balloon.

3. First, show student teams the question and the first sentence. Any team that can correctly answer the question after the first clues wins 2 points. If the students need more help, the second sentence is shown. Correct responses after two clue sentences win 1 point. The definition is used for checking or instruction if no group comes up with the right answer. For more difficult words, any number of sentences can be used with cards. Students often enjoy setting up a TV game show process for this game.

**The Context Game**

*Literacy Skills / Vocabulary*

**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’.

**Virginia SOLs**

K.2, 1.2, 2.2, 3.2
Twenty Questions
Literacy Skills / Vocabulary

Virginia SOLs
1.2, 2.2, 3.2

Procedure
1. Have one student think of a word from a recently read text.

2. Other students ask questions to try to determine the unknown word. All questions must elicit yes or no answers.

Vocabulary Classification
Literacy Skills / Vocabulary

Materials
1. Vocabulary list of words appropriate for grade level

Procedure
1. Distribute sheets with groupings of related terms. One word in each grouping should not relate to the others. Each grouping should include 4 to 6 words.

2. Ask students to circle the word that does not belong in each grouping.

Virginia SOLs
K.2, 1.2, 2.2, 3.2

Vocabulary Walk
Literacy Skills / Vocabulary

Materials
1. Notebooks or individual dry erase boards

Procedure
1. Take a walk with students to find objects that relate to a current area or letter of study. “Collect” vocabulary as you walk by asking students to record names or images of the objects in a notebook or on a personal dry erase board.

2. When you return to the classroom, see how many objects were collected as a class.

Virginia SOLs
K.2, 1.2, 2.2, 3.2

Materials
1. Narrative passage and corresponding vocabulary list
2. Vocab-O-Gram template

Procedure
1. A Vocab-O-Gram is a classification chart that shows the categories of story structure, including: setting, characters, problems/goals, actions, and resolution. Students organize key vocabulary or phrases from a selected text into the Vocab-O-Gram's categories.

2. Select key words or phrases from a text that represents story grammar and story structure.

3. Write the words on the board or overhead.

4. Have students work in pairs or groups to decide which words reflect the story setting, characters, problem/goal, resolution, and feelings. Students may also make predictions about the story based on the vocabulary sort.

5. Bring pairs and groups together into a large-group session, and discuss ideas, placements, predictions, and reasoning. Words may typically be placed in more than one category. At this point, all predictions are acceptable.

6. Students read the narrative passage.

7. After students have read the narrative passage, conduct a class discussion checking comprehension and revising their Vocab-O-Gram.

### Vocab-O-Gram

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
</tr>
</thead>
</table>

| Use vocabulary to make predictions about the... |
|------|--------|
| **setting** | **What will the setting be like?** |
| **characters** | **Any ideas about the characters?** |
| **problem(s) or goals(s)** | **What might the problem(s) be?** |
| **actions** | **What might happen?** |
| **resolution** | **How might it end?** |
| **Questions?** | |
| **Mystery words:** | |
Word Play
Literacy Skills / Vocabulary

Materials
1. A set of vocabulary cards for every student group

Procedure
1. Compile a short list of vocabulary words (3-5) from a selected text. The words should allude to the story structure and/or components: setting, characters, problem/goal, actions, resolution, and feeling.

2. Print the words on index cards and distribute a set of cards to each group of students.

3. Direct students to compose a 3-minute skit using the vocabulary. As they plan, circulate from group to group, providing clarification as needed.

4. Students perform the skits.

5. Compare and contrast the skits, discussing how groups used the words in different ways. How were the skits similar?

6. Read the selection and compare the author's intended meaning with the students' choices.

7. After reading, refine vocabulary. Go back to the selection to clarify meaning or use reference works.

Word Predictions
Literacy Skills / Vocabulary

Materials
1. A book that includes pictures, charts, or graphs
2. Pencil and paper

Virginia SOLs
K.2, 1.2, 2.2, 3.2

Procedure
1. Allow students to preview the text, examining the pictures, charts, and graphs. Students should not read the text.
2. Students close the book and list the words they think might be in the text.
3. The students (or teacher) write each word on a chart and explain why they think it will be in the text.
4. The students (or teacher) read the text and look for the words from the chart.
5. Put a check next to the words that were found in the text.

Materials
1. Blackboard and chalk

Virginia SOLs
1.2, 2.2, 3.2

Procedure
1. Pick a topic (i.e., pig)

2. Generate a list of related words (i.e., ham, pen, hog).

3. Pick a word (ham), drop the first letter(s) to produce a digraph, blend, or sound chunk (am) and create a list of words that begin with the sound chunk (ambulance, ambitious, amigo).

4. Put back the missing letter (h) to create a new word (hambulance).

5. Make up a riddle for which this new word is the answer (What do you use to take a pig to the hospital? A hambulance!).

Word Sorts
Literacy Skills / Vocabulary

Materials

1. Book

2. Word sort chart with word cards

Virginia SOLs

1.2, 2.2, 3.2

Procedure

1. Choose words and/or phrases from a text and prepare a large word sort with words cards and chart.

2. Demonstrate to students the process of finding relationships between and among the words.

3. Student form partners and groups.

4. Students pair the words or phrases that go together.

5. Students form categories of the words that go together and tell why/how they go together.

6. Students make a list of other words that might be found in the text about the topic.

7. Look for predictions and word pairings in the text.

Source: (2003). Adapted from Wisconsin Literacy Education & Reading Network Service. www.wilearns.com
**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.
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

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.

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!”

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.

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.
Pick-Up
Literacy Skills / Word Recognition

Materials
1. Word bank cards

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...

Virginia SOLs
K.5, 1.5

Rebuild Words
Literacy Skills / Word Recognition

Materials

1. Letter cards, link letters, or magnetic letters

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.

Virginia SOLs

K.5, 1.5

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.

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 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.
5. Continue to play until one person has all the cards or until a predetermined time expires.
6. “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 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”)

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.
Brown Bear, Brown Bear, What do You See?

Literacy Skills / Writing

**Materials**

1. Photocopy bear from cover

2. Color chart using animals from the book


**Virginia SOLs**

K.11

**Procedure**

A great picture book can be used in a variety of ways. Below are some suggested activities for Eric Carle’s *Brown Bear, Brown Bear, What do You See?*.

1. Photocopy bear onto brown cover paper, fold in half, and make a little book with white paper inside. The book can be cut out to make the bear shape. Ask children to re-write the story of Brown Bear. They can change the animals, the colors, and what the animals see.

2. Make a color chart using the animals in the book.

3. Create a class book for which each child writes and illustrates his/her own page. In response to “Children, children, what do you see?,” students can draw self-portraits and complete the sentence, “I see a __________ looking at me.” Encourage students to be silly and creative. You may also emphasize shapes and/or adjectives, by asking students to include a shape in their response, such as, “I see a round, red beetle looking at me.”

Chalk One Up!
Literacy Skills / Writing

Materials

1. Black paper
2. Sidewalk Chalk
3. Glue
4. Rough-grit sandpaper
5. Scissors
6. Cardstock

Procedure

1. Read Arthur series book, *Binky Rules*. In the book, Binky’s name mysteriously appears in chalk all over the school. Students will make chalk name rubs similar to those in the book.

2. Cut out sandpaper letters and glue them to cardstock.

3. Children take turns selecting the letters of their names from the sandpaper alphabet (younger children can select just their initials).

4. Children place black paper over the sandpaper letters and rub with sidewalk chalk. As children rub, their names mysteriously appear on the black paper.

Source: http://pbskids.org/arthur/grownups/activities, WGBH Play and Learn with Arthur Vol 2
Head Start
Literacy Skills / Writing

Materials
1. Newspaper headlines

Procedure
1. Students select a headline of interest from the day’s newspaper.

2. Students choose only one word from the headline.

3. Direct students to write a sentence that starts with that word. For example, using the headline, “Culture is National Treasure,” from which the student chooses the word “treasure,” the student might write, “Treasure is something you cherish.”

4. Then direct students to use the last word of the first sentence to write a second sentence. Using our example of, “Treasure is something you cherish,” the student’s second sentence would start with “cherish.” Therefore, s/he might write, “Cherish means you really love something.”

5. Up to this point, you are leading students step by step through this writing exercise. After two sentences are composed and students have an understanding, explain to students that they will now write a whole page using this pattern. The writing may not make sense in its flow of sentences. Only the individual sentences must make sense. The purpose of this exercise is to get students writing and having fun!

Extended example using the word treasure:

“Treasure is something you cherish. Cherish means you really love something. Something you might cherish is your skateboard. Skateboard is a word for a fun toy that can sometimes be dangerous. Dangerous situations scare me. Me has two letters. Letters are fun to write, because in them I can say things in my own words. Words sometimes escape me, but not today! Today I’m writing. Writing is a blast!”

Virginia SOLs
1.11, 1.12, 2.11, 2.12, 3.9, 3.10

Source: (2003). The Virginia Press Association’s Newspaper in Education Committee
Materials

1. *The Important Book* by Margaret Wise Brown

Procedure

1. To introduce or review the use of adjectives, read aloud *The Important Book*. This story describes everyday items and experiences, highlighting the objects many uses or appearances. The most important thing about the object is emphasized.

2. Students select an important thing to describe. What is important to them?

3. VARIATION: You may use the book for the first week of school, describing the most important qualities of your grade level. Then, ask students to compose an important book passage about themselves to include with your grade level analysis. This is a great class generated book for your classroom library at beginning of the year!
King Change-a-Lot
Literacy Skills / Writing

Materials
1. King Change-a-Lot
2. Wish slips
3. A large chamber pot

Virginia SOLs
K.11, 1.11, 1.12

Procedure
1. Read, King Change-A-Lot by Babette Cole.
2. Ask children to fill an old chamber pot with written wishes.
3. Bring closure to the activity by asking students open ended prompts, such as, “What else could King Change-a-Lot have wished for? How would you change the Kingdom? What sort of King/Queen would you be and why?”

Source: Literacy Activities for the Early Years: http://www.penguin.com/au/PUFFIN/TEACHERS/classroom%20activities/literacy_early.htm
**Little Cloud**

**Literacy Skills / Writing**

**Materials**
1. *Little Cloud*
2. Blue construction paper
3. White paint
4. Crayons
5. Writing paper and pencil

**Virginia SOLs**

K.11

**Procedure**

1. Read *Little Cloud* to the class.
2. Take children outside, lie down and watch the clouds.
3. Talk about what the clouds look like.
4. In the classroom, ask the children to draw and write about what they saw in the clouds. Use blue construction paper for their drawing and writing paper for their descriptions.
5. Students paint their cloud drawings and write while the clouds dry.
6. Once dry, students may need to add details to the clouds with crayon.

Little Cloud
Writing
Magic Bags
Literacy Skills / Writing

Materials

1. Large Ziploc bags
2. Various colors of finger paint
3. Clear packing tape

Procedure

1. Place a dollop of paint into each bag.
2. Seal each bag and reinforce the four sides with clear packing tape.
3. Spread out the paint inside each bag.
4. Encourage children to use their fingertips to practice writing. To erase, the child can simply rub his hand over the bag and start again.

Virginia SOLs

K.11

My Favorite Thing
_literals 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.
Rainy Day Fun
Literacy Skills / Writing

Materials
1. Picture books about rain
2. Writing paper
3. Crayons

Virginia SOLs
K.11

Procedure
1. Make a classroom book to read on rainy days. Start by reading various titles about rainy days. Some good books are Rainy, Rainy Saturday, The Napping House, and Mushroom in the Rain. Consider rhymes and songs as well, such as “Rain, Rain Go Away” and “It’s Raining, It’s Pouring.”
2. Help children research rain and discuss what they like to do on rainy days.
3. Students write about the rain and illustrate their work.
4. Compile student work in a classroom book to enjoy on rainy days.

Sentence Elaboration
Literacy Skills / Writing

Materials
1. Paper
2. Pencil

Virginia SOLs
1.11, 1.12, 2.11, 2.12

Procedure
1. Fold a sheet of paper into 3 equal sections labeled 1, 2, and 3.
2. Write a sentence on the board and have students copy it in the first section of their papers.
3. Student illustrate the meaning of the sentence in the space underneath.
4. Next, ask students to expand or elaborate on the sentence in the third space.

**Squiggle and Write**

*Literacy Skills / Writing*

**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.
Use a Space...Man!
Literacy Skills / Writing

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

Virginia SOLs

K.11, 1.11

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.

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
Word Inventors
Literacy Skills / Writing

Materials

1. Suggested picture books:
   - *Jamberry* by Bruce Deegan,
   - *Chicken Soup with Rice* by Maurice Sendak, and
   - *One Fish, Two Fish, Read Fish, Blue Fish* by Dr. Seuss

2. Transparency of *Jabberwocky* excerpt

3. Overhead projector

Virginia SOLs

1.11, 1.12, 2.11, 2.12, 3.9

Procedure

1. Tell children that authors sometimes make up silly words to create fun stories. Although the words are made up, they still have meaning. Share the first two stanzas of “Jabberwocky,” by Lewis Carroll, to demonstrate that although the words are silly, they still have meaning. We can imagine a Jabberwock despite it not being real. You may wish to share the poem on the overhead, highlighting which words were indeed invented.

   “Twas brilling, and the silthy toves did gyre and gimble in the wabe. All mimsy were the borogroves, and the mome raths outgrabe. Beware the Jabberwock, my son! The jaws that bite, the claws that catch! Beware the Jubjub bird, and shun the fruminous Bandersnatch!”

2. Encourage children to share their responses to the poem. How did the poem make them feel? What words did the writer make up? What do children think the word brilling might mean?

3. Share other picture books in which the authors invented words.

4. Tell the students that they too can be word inventors. You may wish to scaffold their first efforts by starting a poem. You may also leave only the invented word for student creation. Your more advanced writers may want to attempt writing their own story or poem using invented words. Examples for your scaffolding efforts follow:

   The children went outside to run, sun, and willy-wum.

   The day was warm, so the kooky-lorm
   Brewed and stewed a mookey-mark storm.

Source: http://teacher.schoastic.com/lessonrepro/lessonplans/ect/classact0998.htm