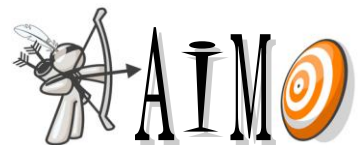


Kindergarten Skill Practice Activities



**Play, Learn, and Grow,
Together!**



Kindergarten Skills

The following activities have been sorted into sections by which skill is most obviously applicable, but if your students especially enjoy a particular game or activity, it can often be modified to help students practice additional skills.

Writing First and Last Names p.

- Name Bingo
- Air Writing
- Tasty Names
- Shave My Name
- Name Song
- Dashing Names
- Decorating a Name Strip
- Play with Pasta and Learn to Write Names and Numbers
- Hangman with Names
- Name Necklaces:
- Tactile Names
- Who's in Your Name?
- Glimmer Paints

Letter Recognition p.

- Body Letter Photos
- Alphabet Recognition Game
- GO FISH with the Alphabet
- March around the Alphabet
- The Alphabet- You and Me
- Alphie the Alphabet Worm
- Eating the Alphabet Game
- Shape Up!
- Read It and Eat It
- Sound Search
- Alphabet Scramble
- Around the World
- Cookie Monster
- Letter Portraits
- Roll a Firetruck
- Egg Twist: Letter Matching Surprise

Sequencing p.

- I'm Hungry: Sequence Sandwiches!
- A String of Numbers
- A Very Hungry Sequence

- Make a Musical Story
- Make a Sentence, Tell a Story

Patterns, Shapes, and Sorting p.

- What am I Thinking?
- Can you make it?
- Copycat
- What's Hiding?
- People Patterns
- Movement Patterns
- Stamps
- Color Pattern Cards
- Color Pattern Cards – What's Missing?
- Pattern matching / recognition
- Sorting
- Pattern Puzzles
- Pizza Play
- Spongebob Puzzle Game
- A-Mazing Labyrinths
- What's Missing?
- Mirror Drawing
- Madagascar Solitaire

Number Recognition p.

- Memory!
- Number Hunt
- Math Muffins
- Counting Fingerplay
- Go Fish and More: Play Games with a Deck of Cards
- Guess My Number
- Number Hunting
- Simon Says
- Story or Rhyme Games
- Number Race
- Recognizing the Symbols
- Collecting
- Matching Games
- I-Spy
- My Counting Book
- What's the Missing Number?
- Balloons
- Number Memory Match-Up
- Counting Cups
- Pass It On
- Triple Match
- Froggie, Hop Home!
- Counting Clips
- Math War
- Beach Ball Math
- Dominoes
- Monster *Squeeze!*
- Team Tag
- Break My Eggs
- War!
- PIG!
- Flashcard Stepping Stones

High Frequency, Sight Words, Color Words, Number Words p.

- Spider
- Sorry
- Rainbow Puzzles
- Word Munchers
- Pigs in the Pen
- Tic-Tac-Toe

- Go Fish
- Make and Break
- Jeopardy
- Memory
- Swat!
- Word for Word
Necklace
- Frequency Word
Sticks
- Word Play
- Writer's Block
- Colored Sand
Collage
- Crocodile SNAP!
- Sight Word UNO
- Eraser Race
- Word Hunt
- Swat Team!
- Bean Bag Toss
- Clifford's Words
- Snowball Fight!
- Pirate's Treasure
- Might I Bite?
- Color Sorting
- Color Guard
- Animals Card
Game
- Sight Word
UNO-Cars
Edition
- Word Tracing
Game
- Find the Color
- Quick Mimes
- Snag-a-Spoon
- Rotten Bananas
- Musical Motion
- Speed Sort
- Silence
- Bueno Brothers
Bean Dip
- Sparkle
- Blurt!
- Rotten Apples

Rhyming and Phonemic Awareness p.

- Guessing
- Rhyming and Reading
- Rhyme Bingo
- My Dad Came Back
- Thumbs Up!
- Go Fish
- Rhyme Time
- Name Songs

Tells Stories Using Pictures

- Our Story!
- Nonsense Book
- Quick Flip

Predict What Will Happen Next in a Story

- Balloons of Fortune

Identifying Coins and Naming Their Values

- Coin Creatures
- Coin-Drop Race
- My Money Snack Bar
- Munchies Math
- Wallets
- Spare Change
- Find the Coin
- Mr. Krab's Money Game

- Eggcellent Memory

- Money Game: The Value of the Dollar

Interpreting Information on a Graph

- Sit and Be Counted
- Bug Graphs

Word Families

- Paint Chip Word Family Game
- Word Family Fun
- Learning to Read with Cootie Catchers
- Eggcellent Words
- Word Family Flappers

Writing Sentences

- Cut Up Sentences

Writing First and Last Names

Name Bingo

Young children practice writing their names and learn the letters of the alphabet as they participate in this Bingo game

Materials: Markers, paper and alphabet flash cards which can be teacher made.

Description: Have each child write his or her name on a piece of paper with a marker. The teacher then shows the alphabet flash cards one at a time. When a letter comes up that is in the child's name, the child crosses it out using his marker.

When all the letters are crossed out, he or she wins! Do this until all the children have won a sticker.

Air Writing

Have your students write letters in the air first and on each other's backs. These large muscle movements will help your students process what their friends are writing and make it more likely to stick. As the letter is written on her back, have her say the letter name or the directions for writing the letter. For example, for the letter T, she might say, "Start at the top, go straight down. Pick up your pencil and cross it."

Tasty Names

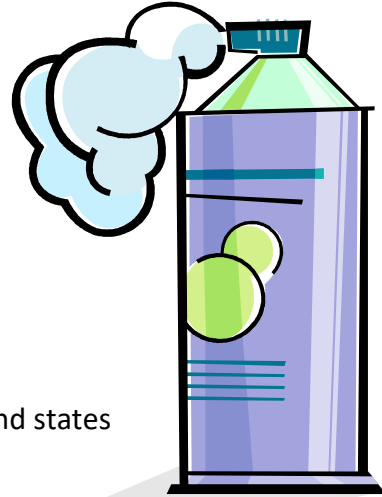
Now that your students have written all of their letters/name onto paper, have them glue Fruity Cheerios or other foods on top. It may sound a little odd, but working with cheerios and glue helps improve hand dexterity (which works those writing muscles!), plus, it helps kids think about the shape of the letters, and the direction they moved while writing them. Dried corn,



macaroni, raisins, or uncooked noodles also work well for this purpose.

Shave My Name

For a non-messy alternative to finger paint, put a bit of shaving cream inside a quart or gallon zipper bag. Remove the air, seal the bag and double the seal with some masking or duct tape. Your students can practice tracing letters and names on the outside of the bag, manipulating the shaving cream with no mess or cleanup!



Name Song

Preschool and kindergarten children learn how to spell names and states with this song by Margaret T.

Materials: Children's names that are five letters and states with 4 or 5 letters to the "Bingo".

Example For Names

There is a child that I know best
And Noah is his name oh,
N O A H, N O A H, N O A H
And Noah is his name oh.

Comments: Children will go around singing other children names.

tune of

Dashing Names

Have your students names written in little dashes or dots and let them trace them to connect. For an easy print version go to <http://www.handwritingworksheets.com/print-k/make-pk-dots.htm>. You can type anything and it will make the dot-trace version, but do a print preview and choose landscape to see if it fits on the page. Another site is <http://www.senteacher.org/Worksheet/35/Handwriting.xhtml>

Decorating a Name Strip

Write their name and then decorate their name strip with things they like. You can have stickers- markers, crayons etc available for them to decorate their name strip

Play with Pasta and Learn to Write Names and Numbers

Pasta makes a great dinner, but it can also be used to teach kids proper letter and number formation! In this easy activity you'll help your students become aware of the way letters



should be formed. Beginning writers often approach letter writing like drawing, trying to replicate the shape of the letter like they'd try to copy a picture of a sun or moon. They need to be taught that each printed letter is created by using a combination of straight or curved lines, sometimes referred to as ball and stick letters. In other words, there's a structure to printing! With a little pasta and some glue you can show your students how it's done.

What You Need:

- Penne (straight) pasta
- Elbow or macaroni (curved) pasta
- Construction paper
- White glue (not a glue stick)

What To Do:

1. Write your students name (or a number) on a piece of construction paper. The first letter should be capitalized and the others lowercase. The letters should be at least 3 inches high and have about ½ an inch of space between them, to avoid crowding once your students glues down the pasta. Numbers will be larger.

2. As you point to each letter in your students name or number, ask him if the letter is formed with straight lines, curved lines, or both. For instance, a capital N is made up of straight lines. However a capital D is made with a straight line and a curved line. Show your students how to use penne pasta for the straight lines, and elbow pasta for the curved lines. Using our examples again, he needs just penne for the N, but both penne and elbow pasta to make a D.

3. Hand over the glue (kids need to practice this too!) and have your students use it to trace over the first letter in his name. Once the glue is down, he should place the straight pasta on the straight lines and the curved pasta on the curved lines until his entire name is covered in pasta

Hangman with Names

An all time favourite with children of all ages yet often overlooked with the younger ones. Use words that have been the focus in class. For example,

if you have been concentrating on names, choose a name and make a dash on the board for every letter in the word. Tell students to look at the amount of letters in the word and to refer to their word banks around the class for ideas. For variety, allow students to guess the word straight up rather than just choosing one possible letter. They love "beating the teacher" and this is a quick game if you only have a few minutes left in a session, yet is educational!

Name Necklaces:

Possible Skills to Practice:

- Writes first and last name in upper/lowercase letters
- Numbers- 1-25

- Sorts objects by color, by size, by shape, by kind

Materials:

- Dry pasta, letter, or number beads
- Sharpie
- Closeable sandwich bags
- Yarn
- Tape

If using pasta, using a Sharpie marker, write one letter per noodle, until you've spelled each student's name, or give them numbers to put in order. Put the noodles or letter beads for each student in a ziploc bag along with an appropriate piece of yarn. The yarn should have a small piece of masking tape put around the end of it to form a "needle" and to keep it from coming unraveled. Label each bag with the student's name. The student will use the noodles to form his/her name on the yarn. Hint: If you tape the left end of the yarn to the desk/table, it will prevent MANY mishaps of the noodles or beads sliding off the unused end. Modeling for the students before having them do theirs is a good idea. They should understand that the letters have to be put on in the correct order and facing the correct way (not upside/down). Have the students use the names on the bags for models as well.

Tactile Names

Possible Skills to Practice:

- Writes first and last name in upper/lowercase letters
- Numbers- 1-25

Have students practice writing letters, numbers, first and last names by filling a cookie sheet or aluminum pie pan with a thin layer of sand (or salt/sugar/flour/oatmeal/pudding). Have them practice writing letters in the material with their fingers. If you can give the letters human characteristics, it will be even more fun! (For example, a letter E is a straight line with a hat, a belt and a shoe.) Or: Have students use playdough to shape their letters.



Who's in Your Name?

Possible Skills to Practice:

- Writes first and last name in upper/lowercase letters

Materials

- Paper



- Scissors
- Markers, crayons, or colored pencils

Instructions

1. Have each student fold a piece of plain white paper in half, print his name along the fold (omitting the parts of any letters that normally go below the line), and then carefully cut it out.
2. Next, he should unfold the paper and use markers, crayons, or colored pencils to create a critter that fits the shape of his name.

Glimmer Paints



Here's a good example of the whole exceeding the sum of its parts: Add food coloring to a simple mixture of flour, salt, and water, and you get puffy, glossy paints that sparkle with salt crystals when dry and a great way to practice shapes, colors, and words.

Materials

- ½ cup salt
- ½ cup all-purpose flour
- ½ cup water
- Food coloring

Instructions

1. Mix together the salt, flour, and water; the mixture should be about the consistency of pudding.
2. Add food coloring until the desired shade is reached, then use a funnel to transfer the paint to a squeeze bottle. You can also transfer the paints to a ziplock bag, then snip off one tiny corner of the bag for a make-it-yourself applicator.



Tips:

Use on finger-paint paper or other heavy paper and allow your paintings to air-dry overnight. Store leftover paints in the refrigerator in airtight containers for up to three days; stir or shake before using.

Variation: Instead of squirt bottles, let them use paintbrushes, whisks, and plastic forks to make their picture with.

Option: five year olds can make the paint almost entirely by themselves with direction and supervision. This is a great time to discuss measurement and fractions. Just do a last mixing yourself to get out any last clumps. And we work together to funnel the paint into a bottle.

If you think the original recipe is too thin, add another handful of flour to the mix. For the bottle, you may want to use a recycled dishwashing soap bottle. They are the perfect size to hold the paint, and perfect size for a 5 yr old to hold and use for drawing the paint. Also the spout works very well for drawing.

Letter Recognition

Body Letter Photos

Description: This is a fun activity to do with your class. It will be a day filled with giggles. Go out to the play ground and get your kids in groups of 2 or 3 and have them make there bodies in the shape of the letters of the alphabet. Take a picture of each "letter" and make a book. The kids

and parents love it. I suggest being on a chair while taking your picture so you can look down and get the right angle. Good luck and have fun!

Alphabet Recognition Game

Materials:

- ABC's (ex: use large 3" plastic letters)

Students participate in alphabet race:

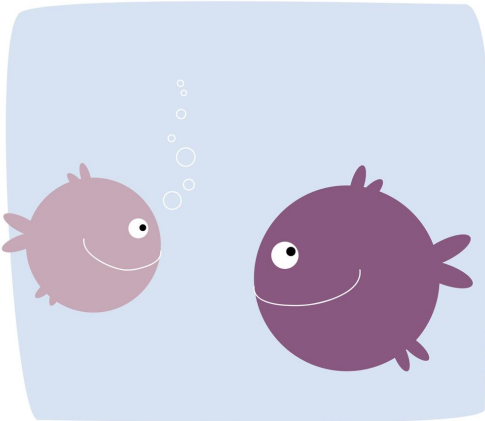
1. Place alphabet letters on the floor at one end of the room.
2. Line the students up by two's and call out a letter.
3. The students race to the pile and try to be the first to find the letter.
4. They then return to their group and go to the end of the line.
5. The group with the most letters wins.

Tips: You can modify by using two sets of letters in two separate piles and have the students start with letter A. Once they retrieve a letter, they return to their group and the next student goes. The group that collects all the letters first wins.



* Remember, mix the letters up to ensure recognition. The students love this one and have fun competing.

Option: You can also have students practice recognizing their numbers with this game.



GO FISH with the Alphabet

ABCDEFGHIJKLMNOPQRSTUVWXYZ

Using alphabet flash cards (2 sets) play "go fish" using the flash cards

March around the Alphabet

This is a lot of fun. The children gain added exposure to the letters while including the excitement of a stop-and-go game!

Materials:

- index cards
- music

Plan:

Write each letter of the alphabet on large index cards. Be sure to put the capital letter on one side and lowercase on the other.

Spread the alphabet out on the floor.

Have the children create a circle around the alphabet.

As the teacher plays an upbeat tempo of music (any choice), the children "March Around the Alphabet".

Instruct the children to freeze, bend down, and pick letter near their toes when the music stops.

Now, the children hold their letter cards way up high and wait for the teacher to call upon them to tell what letter they have in their hands.



The Alphabet- You and Me

We play a game that we have called, affectionately "You and Me". It is a great way to throw in those sight words.(you and me) I write You and Me, and we keep score with tally marks. It is the class against me. First, I tell the students what I have to do before anybody can shout out the answer. For example."Today, I will tap twice before you can answer." or Today, I will wink and point before you can answer. This makes it a listening game as well.

Now, we are ready to begin! I write a lowercase letter and do the things that we decided earlier (i.e. two taps) and the students call out the answer. Sometimes I pause a bit to make it harder.

Scoring:
before
most

There is some judgment in this, but if anyone gives answer the routine is complete, the teacher gets the point. If I hear of the correct responses the students get the point.

Because it is a group activity, all the kids feel free to pitch in and try.

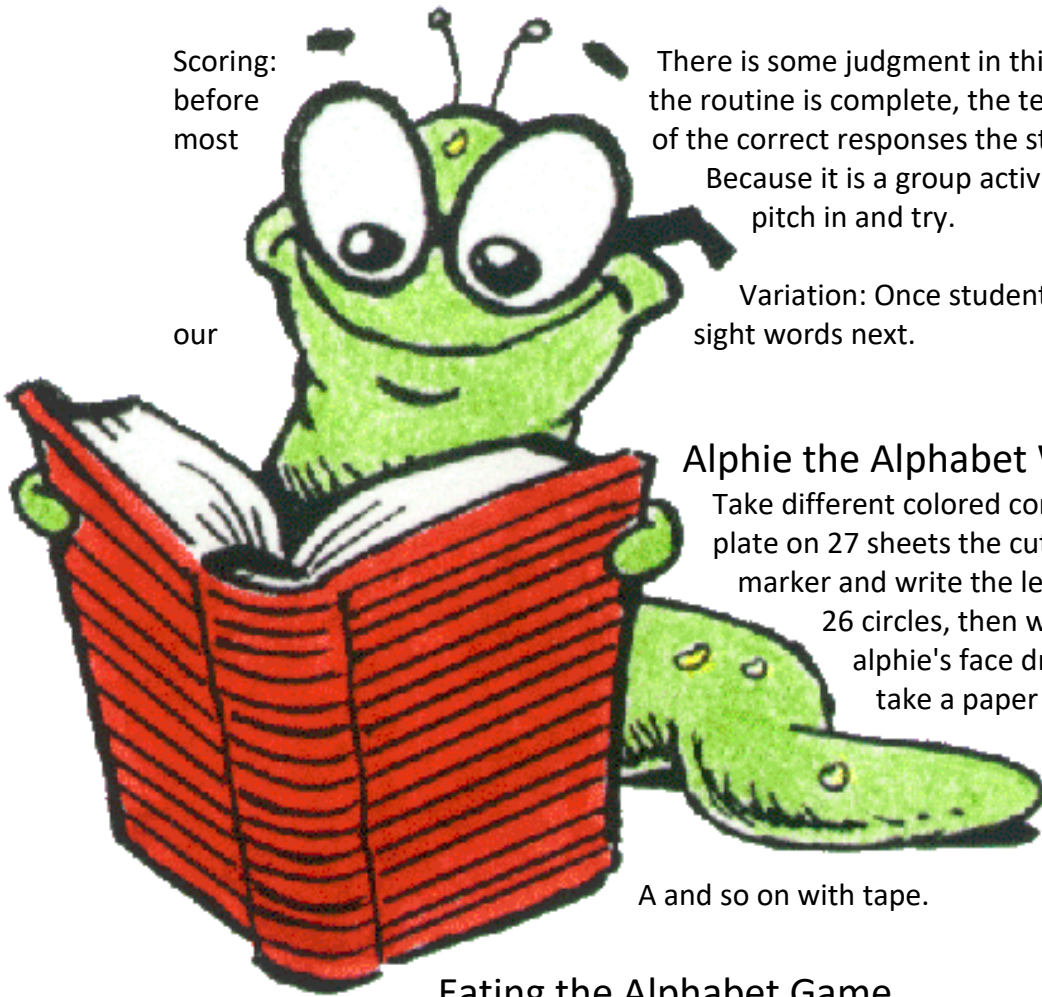
Variation: Once students master the game, start on sight words next.

our

Alphie the Alphabet Worm

Take different colored construction paper, trace a plate on 27 sheets the cut them out. Take a big black marker and write the letters of the alphabet on the 26 circles, then with the 27th circle make alphie's face draw however you'd like then take a paper puncher and punch holes on each end where you want to fasten them together. Then start with alphie's face and attach the letter

A and so on with tape.



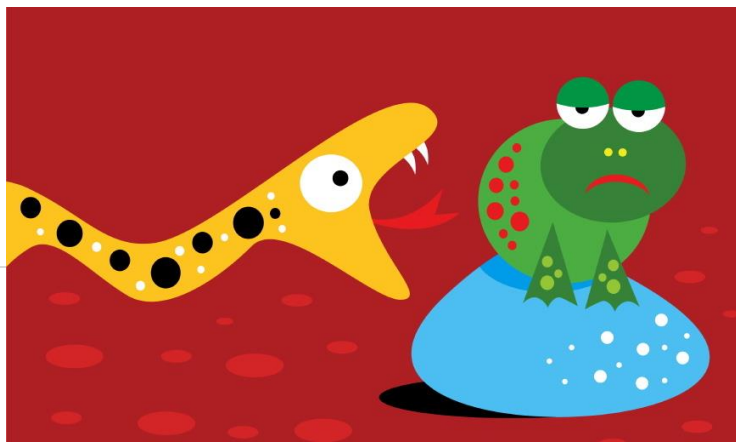
Eating the Alphabet Game

What You Need

- Nothing

Instructions

To start, the first player says "I'm hungry, I could eat an apple" (or "alligator" or "anthill"). Then the



so

g e

second player adds a gastronomical delight starting with the letter b: "I'm so hungry I could eat an apple and a bathtub." See if your group has what it takes to be eating xylophones and zebras.

Tip: To help little ones, hold up ABC cards and put them down as you "eat" those letters. Can they remember?

Shape Up!



Your students probably already grasped the ABC's of clay play: squish, squash, and pound, with the occasional "Not in your mouth!" from you. Give them a new challenge by making laminated cards they can use as guides to form letters, as they'll surely tell you, "all by my own self."

To make a set, draw large letters on blank paper. You may want to start with just three or four -- your students' initials, say, or A, B, and C -- and add to them over time. Alternatively, draw the letters on stiff paper, such as cardstock. Then your students can roll and shape up the clay around the alphabet forms

Variation: Do numbers with your students. Have them put out 3 balls of clay with the number three and shape it into the number.

Read It and Eat It

To make snack time fun and help your students learn at the same time, bring the incredible, edible alphabet to life with these ABC-inspired foods that the you can talk -- or sing -- about before they gobble them down.

Ingredients

Spellbinding Sandwiches:

- Sandwiches of your choice
- Alphabet cookie cutters

Letter Crudités:

- Raw vegetables such as peppers, celery, and carrots
- **Alphabet Cereal/Gummies**

Instructions

1. **Spellbinding Sandwiches:** Use alphabet cookie cutters to make sandwiches, or even just plain bread into a tasty learning experience. Even the pickiest eater can't resist his own initials scripted in PB&J.
2. **Alphabetically Delicious:** In Susan Meddaugh's delectable "Martha Speaks," alphabet soup turns a mute mutt into an expert elocutionist. For an easier version have students make their name out of alphabet cereal or spoon out the letters in their bowl as you call them out.



3. **Letter Crudites:** To have fun with these veggie letters, cut vegetables such as peppers, celery, and carrots into strips, then have students use them to spell their name and any other words they are learning to recognize.

Sound Search

Clue your students into phonetics with this educational twist on hide-and-seek. To play, gather up a handful of **objects that start with the same letter**, such as a banana, boat, boot, and ball. Talk with your students about the sound that the objects start with (in this case, "buh"), then have them close their eyes while you "hide" them around the room. Now make the sound of the letter ("buh buh buh") and challenge your students to find everything in the room that starts with that sound.

Alphabet Scramble

Print each of the 26 letters of the alphabet on a separate **sticky note** and help your students stick the notes on a wall in order. Have them close their eyes, then switch the letters around. When they open their eyes again, see if they can put the letters back in the right order. (If they need a hint, try singing a round of the ABC song.) When they are ready for a new challenge, encourage them to place each sticky note on an object whose name starts with the letter, such as "c" on a cabinet or "d" on a doorknob.

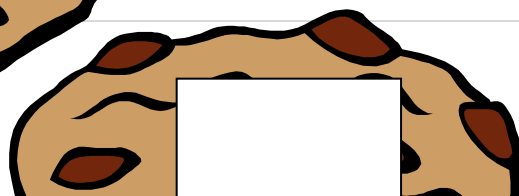
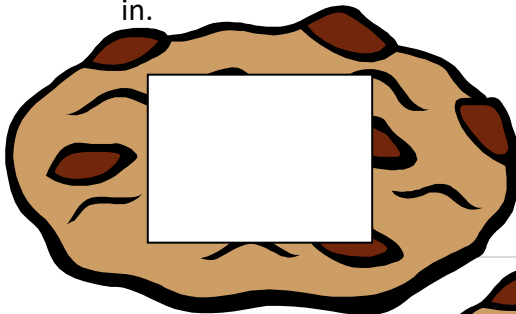
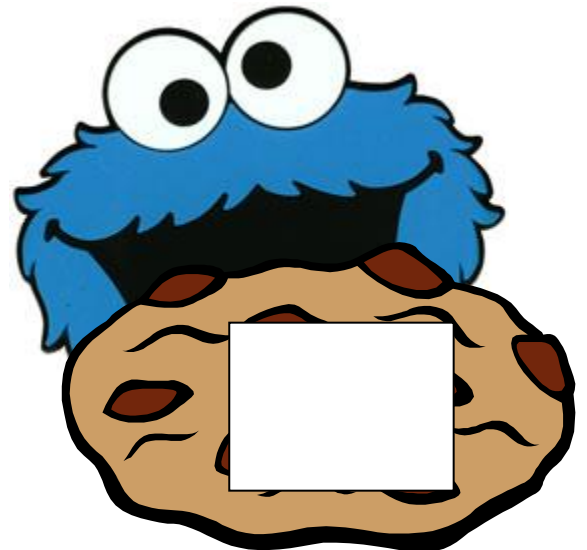
Around the World

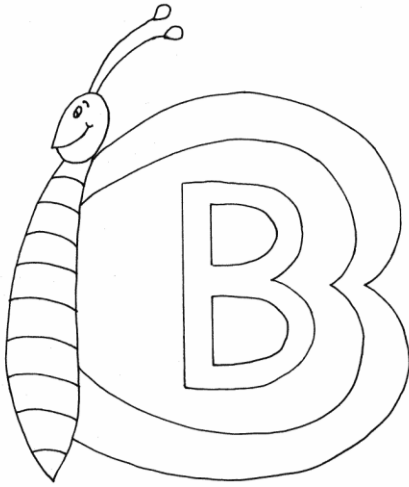


Have all of the students sit in a circle. (Or the students can remain at their desks.) One student stands behind one student who is sitting. The teacher flashes them a letter, sight word, or a number, a shape, etc. Whoever says it first moves on to the next student. The student that makes it back to his or her own desk or starting point is the winner.

Cookie Monster

Print an ABC letter or sight word on each cookie. Leave a few cookies with Cookie Monster on them. This game is played exactly like BANG except that it uses letters instead of sight words (for kids who are not reading yet). Children take turns choosing a cookie. If they know the letter or sound, they may keep it. If they get a cookie monster, they must put all of their cookies back in.





Letter Portraits

Draw a large letter on a piece of paper, then give your child colored pencils or crayons and have her turn the letter into a portrait of something else. A lower-case "m" might become a camel, for example, or an upper-case "B" could change into a butterfly. For extra credit, tell older kids they can draw only objects that start with the letter on the paper.

Roll a Fire Truck

Print one copy of the fire truck mat for each player and one copy of the word cards for the group to share. Cut the word cards apart. To play, children choose a word card and read the word. If they get it correct, they may roll the die and take the matching



piece for their fire truck. Players continue taking turns.

The player to complete a fire truck first is the winner.

*The included cards are for letters. You can change them to word cards by deleting the letters and replacing them with your sight words, number words, etc.



A



B



C



D



E



F



G



H



I



J



K



L



M



N



O



P



Q



R



S



T



U



V



W



X

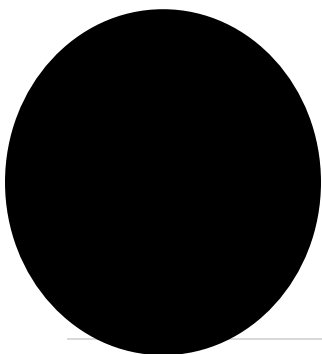
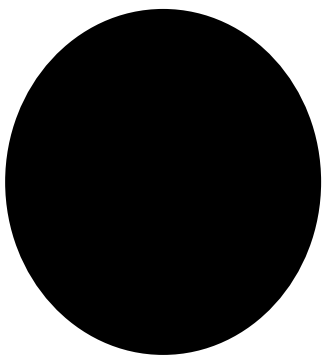
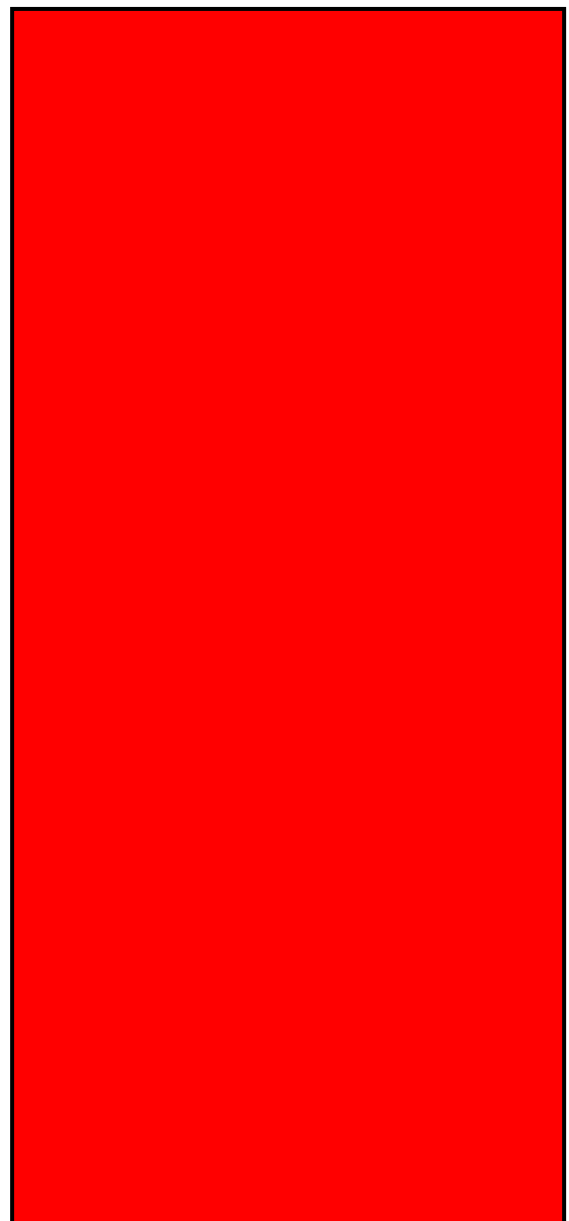
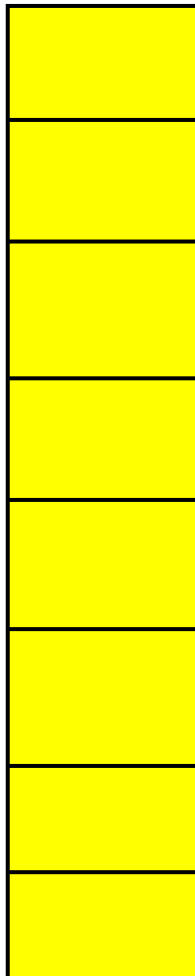
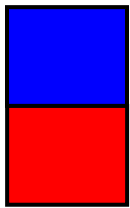
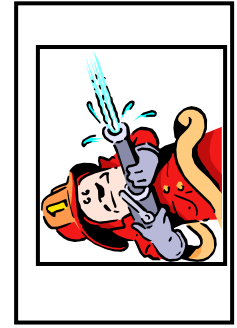
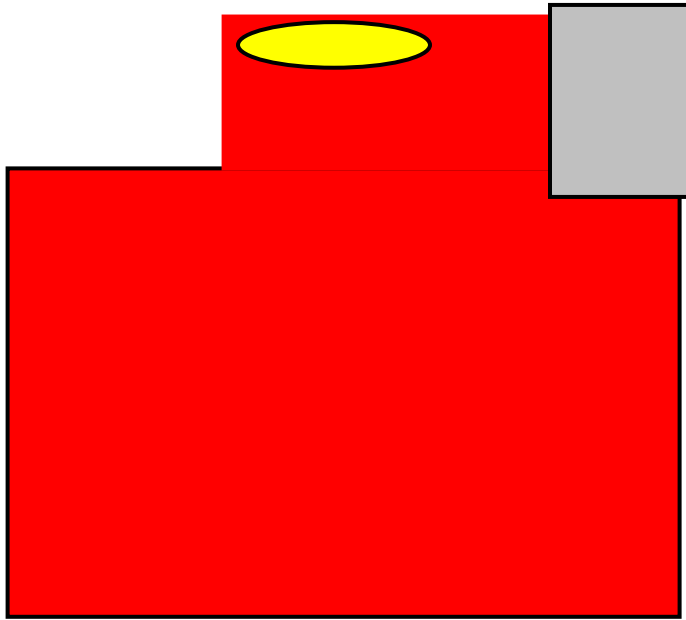


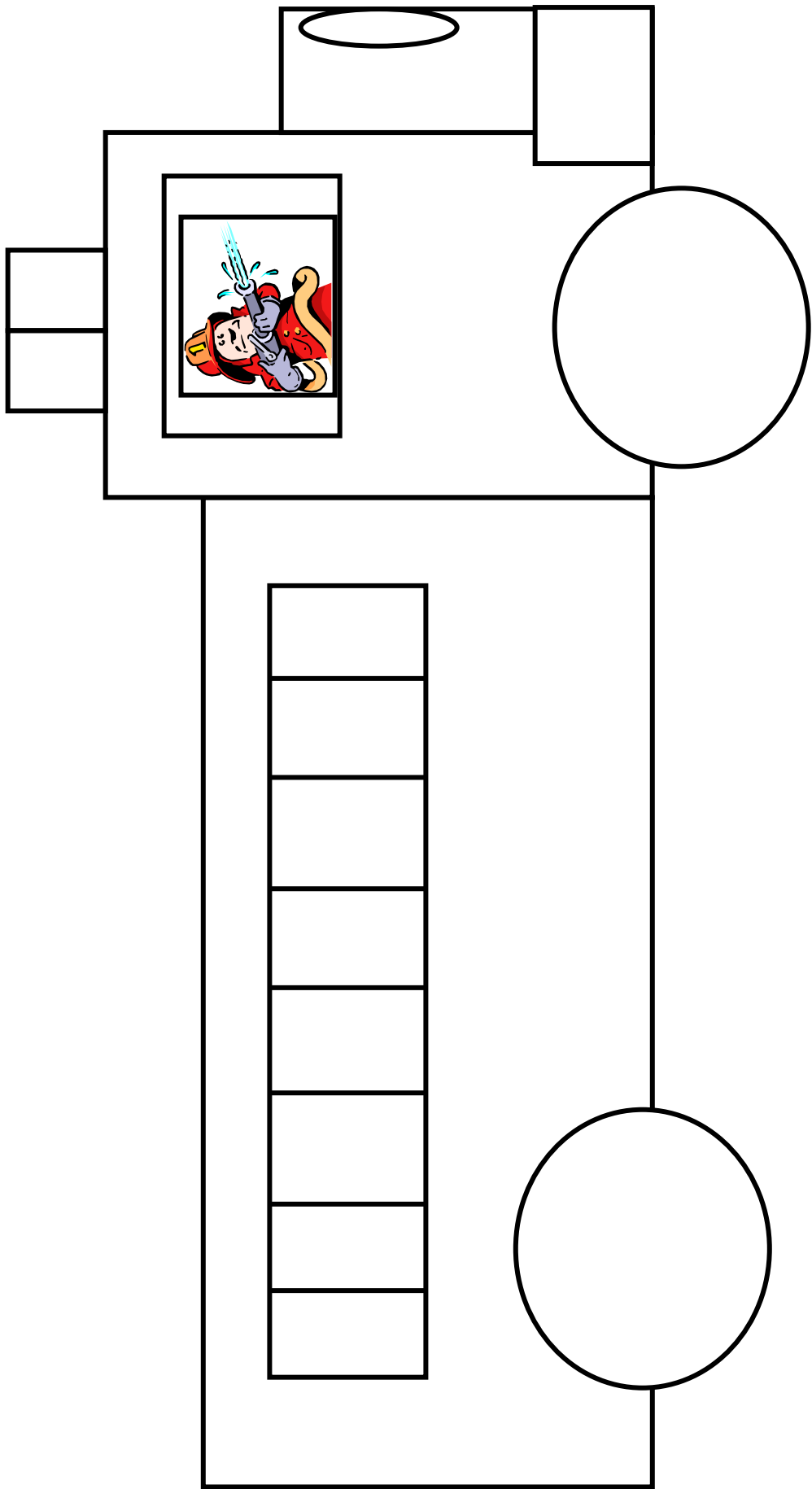
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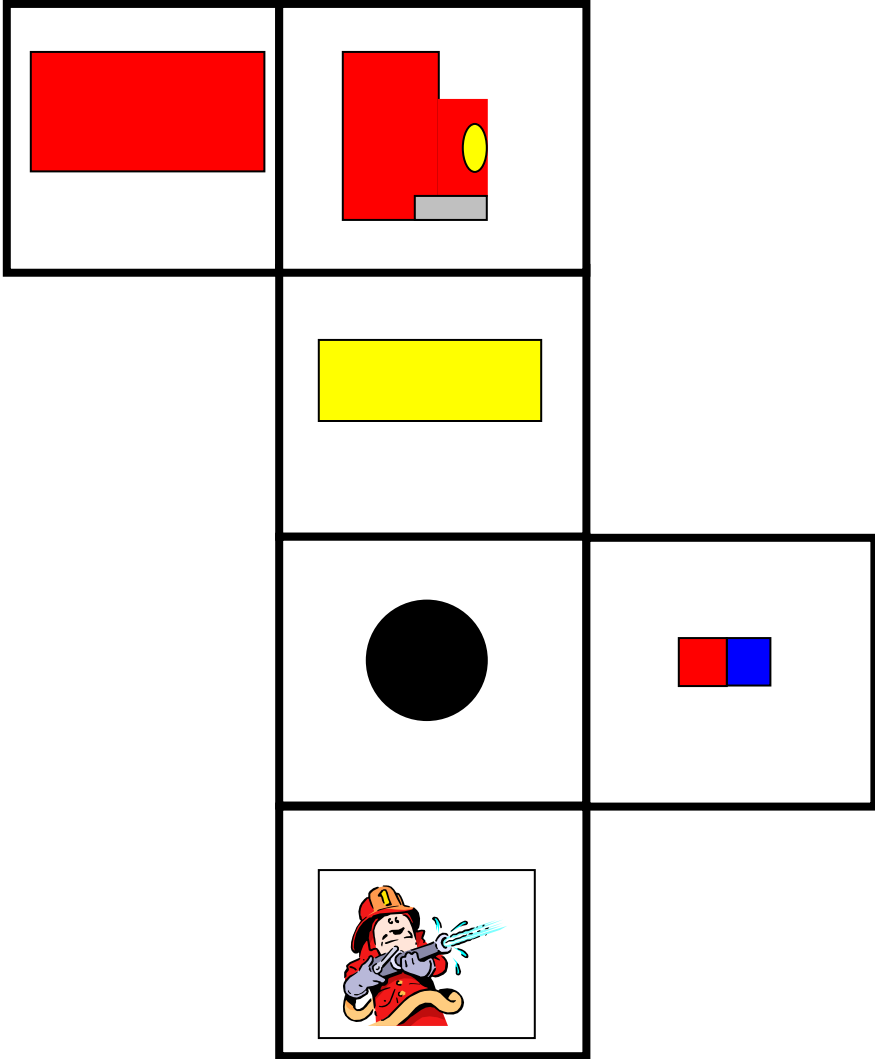


Z









Egg twist letter matching surprise

Get a big bag of plastic eggs, count out 26 and write each uppercase letter on one side of the egg. On the other side write 5-6 different lowercase letters. The object is for the students to twist the egg and match the uppercase letter to the lowercase letter.

Variations: You could also use this activity to have the students match a number (ex. 10) with its matching number word (ex: ten), match different sight words, etc.

Option: Find little toys, pictures, objects, etc. to put in each one that start with that certain letter. They can open it and

see what is inside after they've matched the letters. It would be ideal to have something that would actually lock until they matched the letters, but oh well, life isn't supposed to be ideal, right? :)

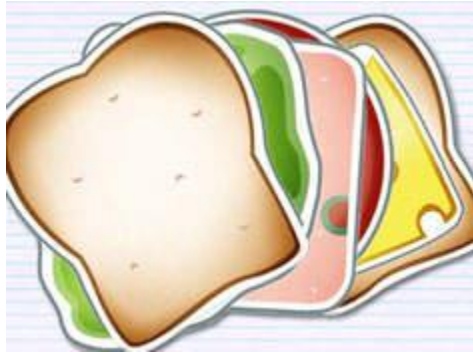


Sequencing

I'm Hungry: Sequence Sandwiches!

Want to help your child take a bite out of sequence? Here's a fun activity that will have him deciphering directions for sandwich making, and learning about sequence along the way!

Students use a variety of colors of construction paper to make their favorite sandwich. (Or print out the handy sandwich printables at [http://wondertime.go.com/create-and-](http://wondertime.go.com/create-and-play/crafts/special/sandwich/)



and-
[play/crafts/special/sandwich/](http://wondertime.go.com/create-and-play/crafts/special/sandwich/) , or the picnic printable at <http://printables.kaboose.com/picnic-play.pdf> (All the ingredients for a perfect picnic are here — a basket, plates, sandwiches, cherry pie...even a hungry ant!) and let students cut and put them together)



First, draw and cut out the bread or rolls you like best. Next, draw and cut out the things you like to put on your sandwich (example: turkey, lettuce, tomato). White or

yellow paper can be used for mayonnaise. Then, they glue their sandwich together. Finally, write down the directions for making their sandwich, orally tell them, or draw them. This would be a fun activity to do while making a real sandwich.

Extension: Silly Sandwich Eaters: Challenge your students to put three-card picture sequences in order, ex. Sequence flashcards. Each time they build a sequence in the correct order, they add another topping to their silly sandwich. The first player to build a complete silly sandwich with three toppings (peanut butter, pickles and turkey, anyone?) wins!

A String of Numbers



This colorful, unique necklace is a great way to provide a visual example of number sequences.

Materials

- Tape
- Elastic beading thread
- Pony beads in several colors

Instructions

1. Have your students experiment with a few different number sequences by writing them down on paper.
2. Next, your students need to figure out how many bead colors to use. To do this, he should divide the number of numbers in his favorite sequence by a number that comes

out evenly. This ensures that you end the necklace with a different color than the one you started with. If there are 8 numbers in your child's sequence, for instance, he could use 2, 4, or 8 different colors.

3. Stick tape to one end of the elastic thread to keep the beads from falling off when he strings them.
4. Now it's time to thread on beads, changing the color for each number in the sequence. For the Fibonacci sequence, you could string on 1 blue bead, 1 orange bead, 2 green beads, 3 pink beads, 5 yellow beads, 8 blue beads, 13 orange beads, 21 green beads, 34 pink beads, and finish with 55 yellow beads.
5. Remove the tape, tightly tie together the thread ends, trim them, and the necklace is ready to wear.

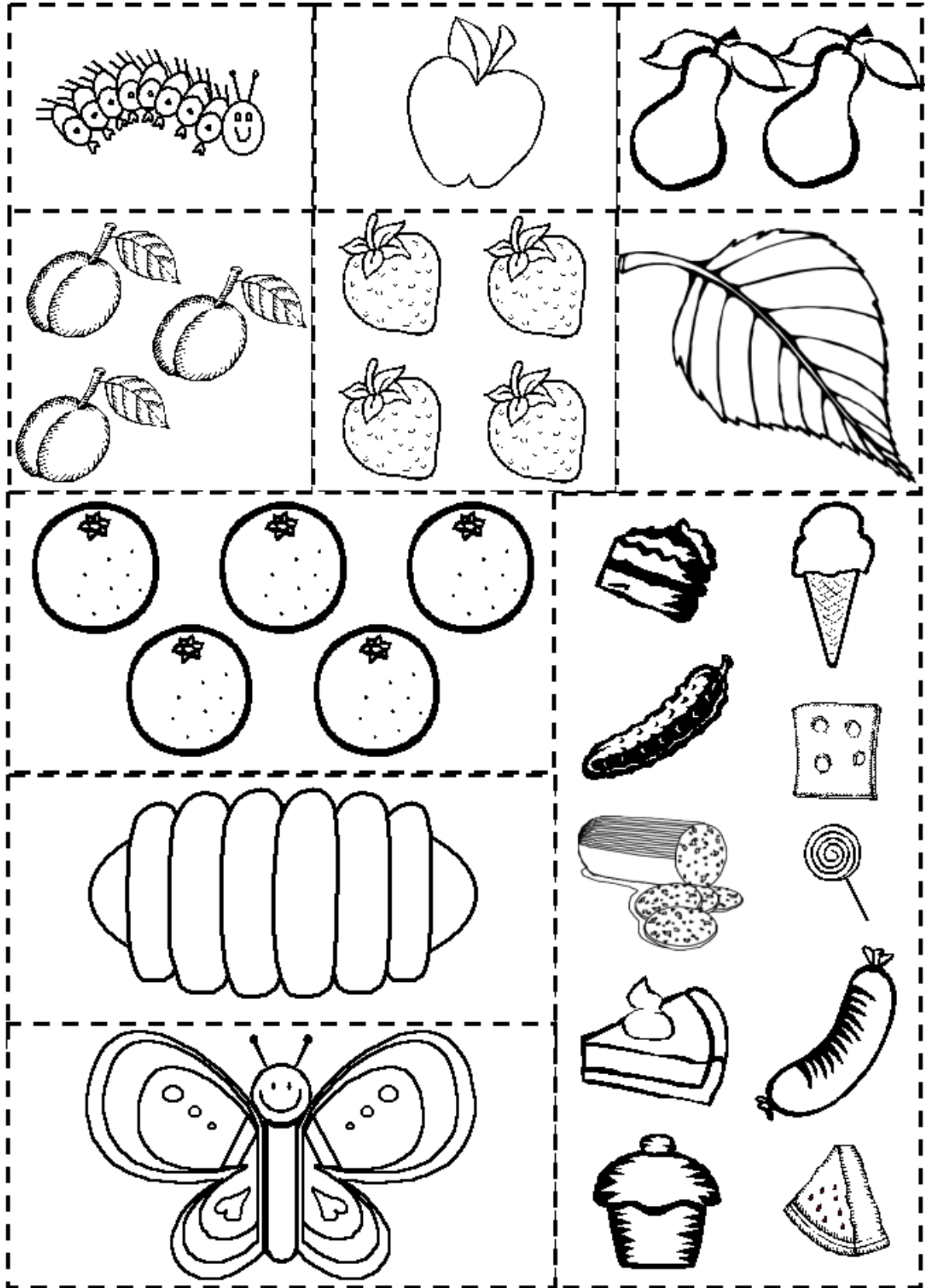
A Very Hungry Sequence

This game will get your students out of their chairs. It may even be played outdoors on a nice day. Read the story *The Very Hungry Caterpillar* by Eric Carle, or another similar story such as *The Gingerbread Man*, that has a series of events, and prepare a set of cards (enough to give each student one card. Read the students the story and after the story is through, ask them to arrange the cards in the same order as in the story.

Have the students tell the story out loud, or read the story as they have arranged it, to the students) and listen to see if their sequencing is correct. If done correctly, the story will be in order. If someone thinks a mistake has been made, have the students switch places and read it again, either from the beginning or from a few segments back.

Extension: Allow them to arrange the cards in the order they want to make up their own new story.





The Very Hungry Caterpillar sequencing cards

Make a Musical Story



In the wonderful children's classic "Peter and the Wolf" composer Sergey Prokofiev assigned an instrument to each of his characters: strings accompany the young protagonist, an oboe signals the appearance of the duck, French horns ominously warn of the wolf's approach. His goal was to introduce kids to the sounds of the orchestra, and it's truly the music that brings this heroic tale to life. Now, we're not suggesting you write your own symphony, but you can try this in class!

Materials

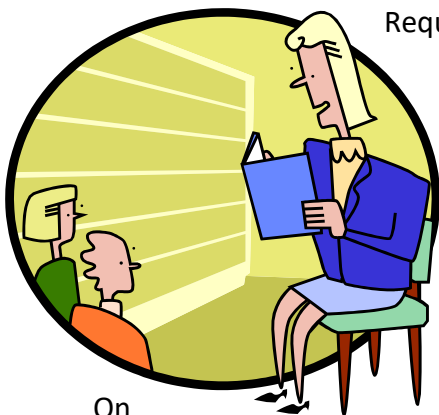
- Your students favorite books
- Dress-up clothes/masks (optional)
- Simple Instruments ex. shakers, drums, a bell

Instructions

1. Just select a story that you and your students know well, such as The Cat in the Hat, Little Red Riding Hood, or a familiar homespun yarn. Ask him to pick one character (he might want to don an accompanying costume from your dress-up box) and one instrument you have at hand.

Explain that he should play his instrument each time he hears his character's name. Then read the story and, if you like, take on a role yourself. (This makes a great group activity too. Just assign one character/instrument to each child.)

Make a Sentence, Tell a Story



Required:

- Index cards or paper, writing/drawing supplies

How good are you and your kids at creating stories on the fly? Find out with this activity.

First, get five sets of blank index cards, with ten cards in each set. (You can also make your own from cardstock.) Write numbers on one set of cards, one per card. On another set, draw various shapes. another, put colors (again, one per card). And on yet another, write the name of animals. You can put the names of anything else you like on the remaining set.

On

the name of animals. You can put the names of anything else you like on the remaining set.

Each participant in the activity takes one card from each set. They must then create a sentence using all of the elements on the cards. You can increase the challenge by adding more card sets with more difficult items to incorporate in a coherent sentence. Or you can have other players draw cards that will be incorporated into more sentences to create an amazing tale.

All right! So five red monkeys ate 50 pounds of pizza last week. After that, they were green!

Patterns and Sorting

What am I Thinking?

Possible Skills to Practice:

- Numbers- 1-25
- Sorts objects by color, by size, by shape, by kind
- Names, copies and extends patterns

(from Mathematics Their Way by Mary Baratta-Lorton) The purpose of this kindergarten sorting game is to help children focus on one sorting characteristic.

Materials:

- Two pieces of different colored card about 8.5" by 11"
- Similar items that can be sorted in many ways. e.g. old keys or buttons or plastic toy animals (choose one set)

How to Play:

- Put one piece of card beside the other with a space between them.
- Pick up a gold key from the pile. Say, "This key can go on this paper." Choose a silver colored key and say, "This key can't go on the paper " and put it on the other paper.
- Sort a few more keys, verbalizing, "this key can.. this key can't...", then ask, "What am I thinking?"
- Children try and guess the sorting rule. In this case I am sorting by color, gold keys are on one piece of card, keys that are not gold are placed on the other piece of card.
- When the children get the idea, choose more difficult sorting rules. e.g. keys with round holes go on one paper, keys without round holes do not; keys with words stamped on them go on one paper, keys without words go on the other; small keys go on one side, keys that are not small go on the other side.



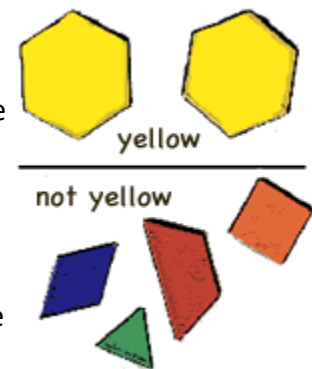


This kindergarten sorting game can be repeated with numerous objects. Buttons are inexpensive and have many different characteristics that can be sorted.

Buttons that are round go on one card, buttons that are not round go on the other; buttons with four holes go on one card, buttons that do not have four holes go on the other. Wooden blocks work well for sorting activities as well.

Teacher tip for playing sorting games

- When playing kindergarten sorting games, do not introduce two ideas at a time. e.g. keys with round holes and keys with square holes.
- To begin with have the children put keys with round holes on one piece of card and keys that do not have round holes go on the other piece of card. When children grasp this idea, introduce more complex sorting.



Can you make it?

Possible Skills to Practice:

- Sorts objects by color, by size, by shape, by kind
- Names, copies and extends patterns

Materials:

Lots of pattern blocks

A work surface for each students(plastic mats, piece of cardboard; blank are best as there is less to distract the children).







How to play: Teacher demonstrates and says slowly - e.g. "Choose 2 hexagons, 4 trapezoids, 2 triangles, 5 squares, 1 blue rhombus, 3 beige rhombus (begin with just a few shapes). Put them on your mat.

Then, "I'm thinking of a bird. Can you make it?" Children make a bird using only the patterns blocks chosen above. Then different students



can take turns saying what pattern blocks to choose and what to make.

Extend the kindergarten pattern activities to the connecting level. Ask the children to count and record how many of each block they used to make the bird, then how many blocks did they use all together.

 2	 Sarah 4
 6	 2
 1	 3
Counting blocks	

Copycat

Materials:

Thin strip of lightweight cardstock about 15 inches long for each two students. Pattern blocks or construction paper shapes for each child.

How to play:

Demonstrate first. This kindergarten pattern activity starts with one student making a repeating pattern until half the strip of card is covered, then the second student finishes it. Children trade places and the other takes a turn creating the repeat pattern and the first student finishes it.

What's Hiding?

Materials:

- A thin strip of lightweight card about 15 inches long for each student
- Pattern blocks for each child
- Playing card or similar shaped card

How to play:

Demonstrate first.

One student creates a repeating pattern on a strip of card and covers a small portion of it by holding a playing card over it.

The other student



looks at the repeating pattern that is showing and then tries to guess what pattern blocks are under the card.

Playing Math Games Teacher Tips

1. It is easy to keep track of who has had a turn at an activity or game and who hasn't by keeping a stack of children's name tags close by. Every time someone has a turn, put their name on the bottom of the pile. Start at the next name when another game is played or on the following day.
2. Call any math activity a "game" and you have the children's attention.
3. Always give the children 3 - 4 minutes to explore the materials and create something of their own with the game materials, quickly have a look around the circle to appreciate what everyone has made, then start the game.
4. Demonstrate games first. Then demonstrate again and have children follow.
5. Keep games open ended so that all children are able to practice skills. If one student can only master counting to five, let him/her work with five blocks while another student works with seven.

People Patterns

Begin each new pattern by making people patterns. Children line up boy/girl, or sit/stand, or happy/sad faces. I also sometimes have them hold something, such as colored construction paper for a color pattern, or pictures of animals.

Movement Patterns

Children do clap, snap, pat, stomp, jump rhythms. For example, AB patterns would be "clap, stomp, clap, stomp..." or "clap, pat, clap, pat..." ABC patterns would be "clap, pat, jump, clap, pat, jump..."



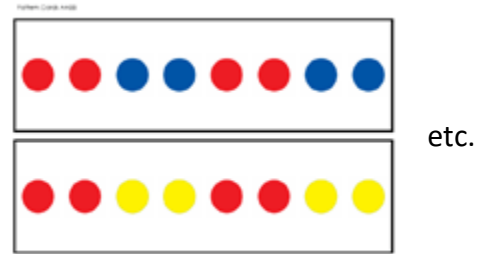
Stamps

Have students use rubber stamps or Bingo Dot Markers to print patterns on a strip of paper. They can create their own or copy yours.

Color Pattern Cards

These pattern cards can be used with any math counters that are colored. For example, bear counters, dinosaur counters, farm animal counters, bug counters, etc. Each set has 10 pattern cards.

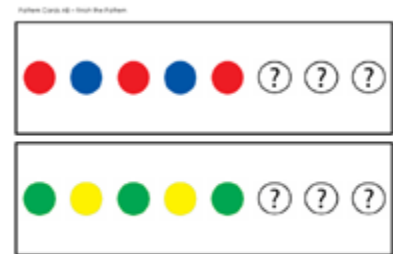
PDFs: <http://prekinders.com/math-patterns/>
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<http://prekinders.com/pdf/PatternCardsABC.pdf>
<http://prekinders.com/pdf/PatternCardsAAB.pdf>



Color Pattern Cards – What’s Missing?

Use a set of pattern cards that have one missing. Children have to figure out which color in the pattern is missing. These pattern cards can be used with any math counters that are colored. For example, bear counters, dinosaur counters, farm animal counters, bug counters, etc. Each set has 10 pattern cards.

<http://prekinders.com/math-patterns/>
<http://prekinders.com/pdf/PatternCardsABFinish.pdf>
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Pattern matching / recognition

String some plastic pony beads onto a plastic drinking straw in an easy pattern of alternating colors. Hot glue the first & last beads so they are permanent and won't come off. Provide students with another plastic drinking straw and supply of pony beads in various colors. Have the students attempt to create string(s) of beads to match your sample(s).

The straws are easier to thread than string and the samples lay flat on the table. You may want to use colored straws for samples and provide white straws for the students' use so they know right away which ones were the samples (and won't try to pull off the glued ones.) You can make this easier/harder by making more complicated patterns, ask "what comes next in the pattern," and so on.

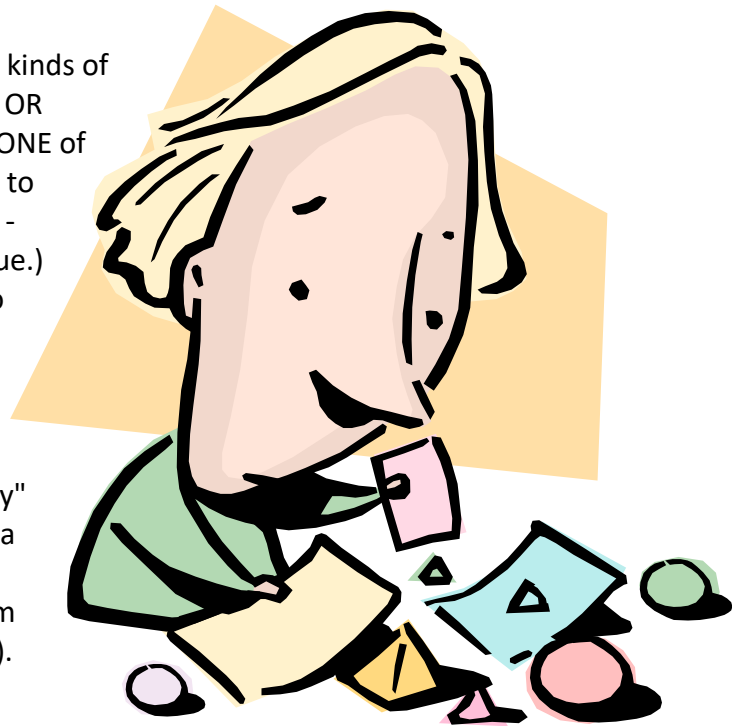
Sorting

Possible Skills to Practice:

- Numbers- 1-25

- Sorts objects by color, by size, by shape, by kind
- Names, copies and extends patterns

Provide a supply of nuts & bolts, beads, OR different kinds of pasta shapes OR different colors/types of paper clips OR something else that is small and can be sorted. Glue ONE of each major "type" onto an index card (You may want to use wide clear packing tape to affix items to the card - you can see through it & its more permanent than glue.) Have the child sort the items by matching them up to the "type cards." Make this harder by requiring the sorts to be "by size only" or "by size AND type" etc. Variations: Glue the "item" onto a spring clothes pin. Clip the pin onto the edge of a small plastic cup - then when the student picks an item from the "supply" bucket he needs to drop it into the right cup. It's still a sorting activity, but the variety of manipulating the clothes pin is interesting. Store the cups and use them for a variety of different bag activities (counting, etc.).



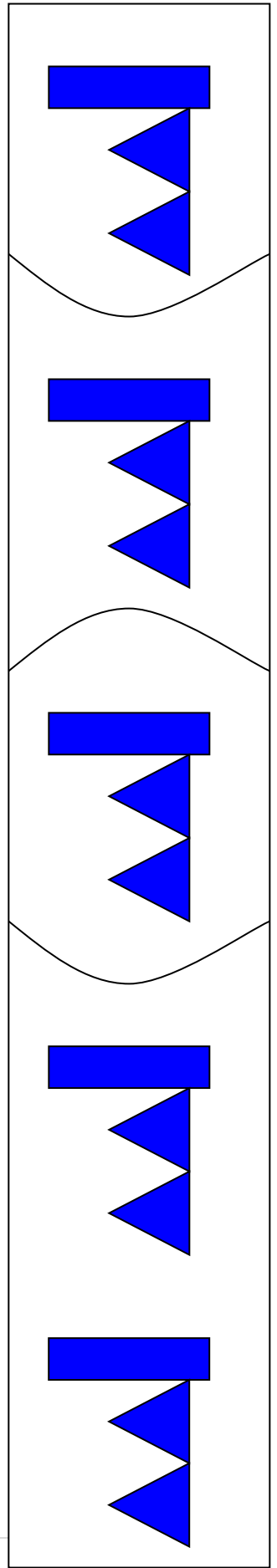
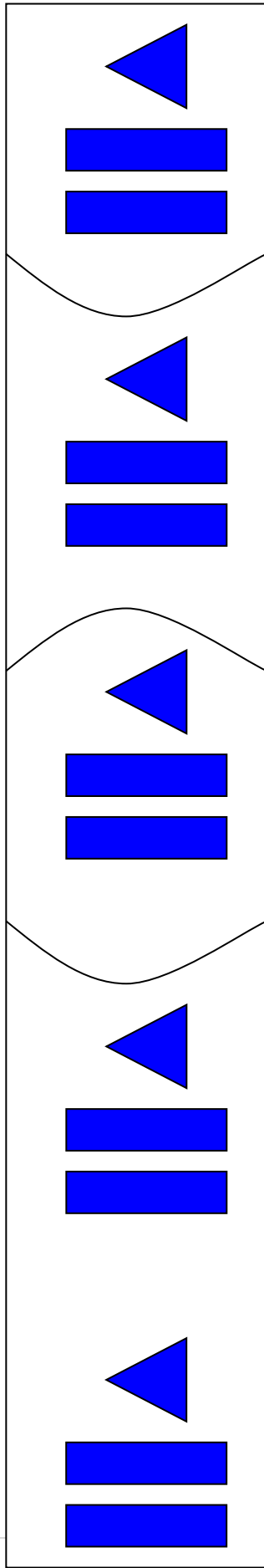
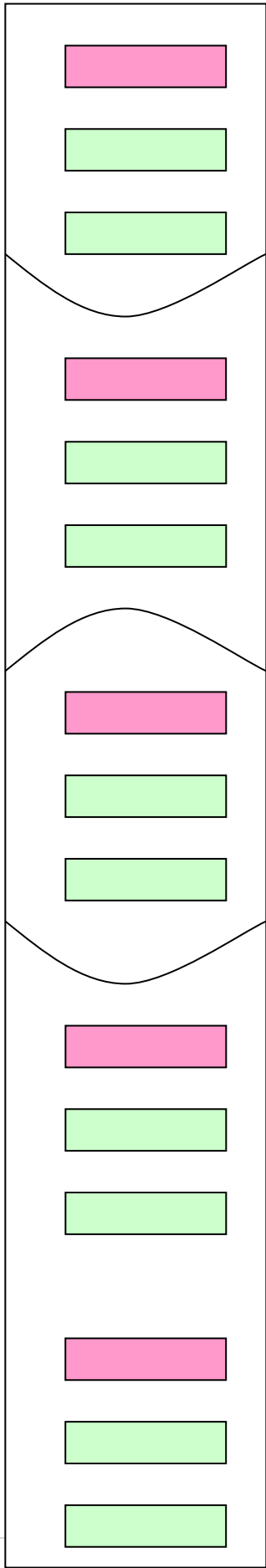
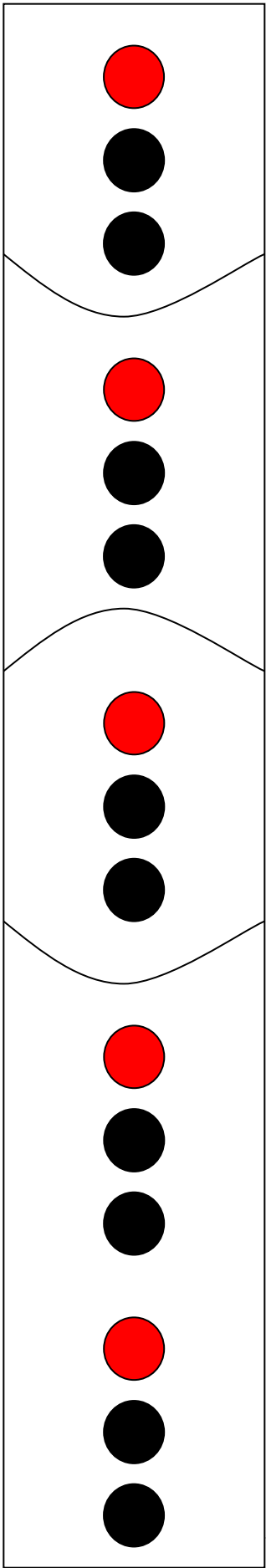
Pattern Puzzles

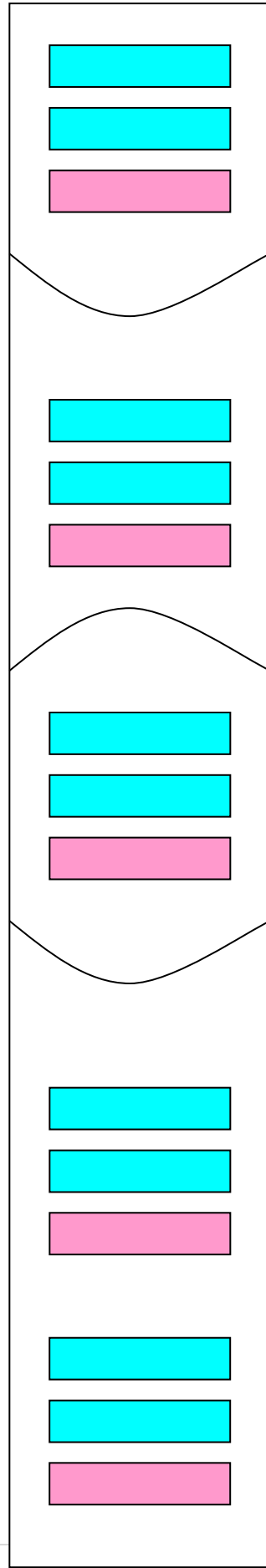
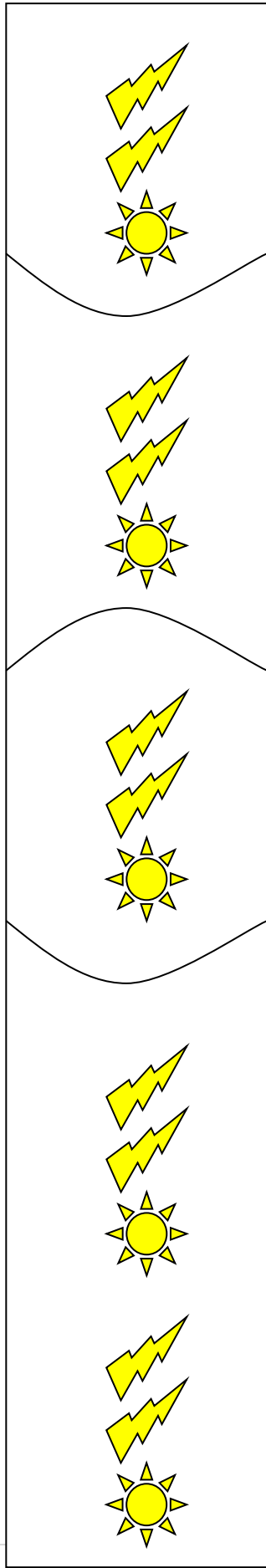
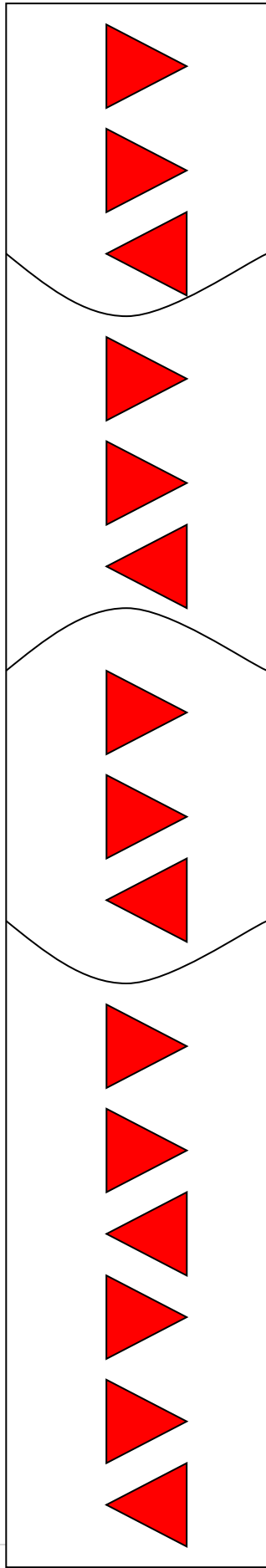
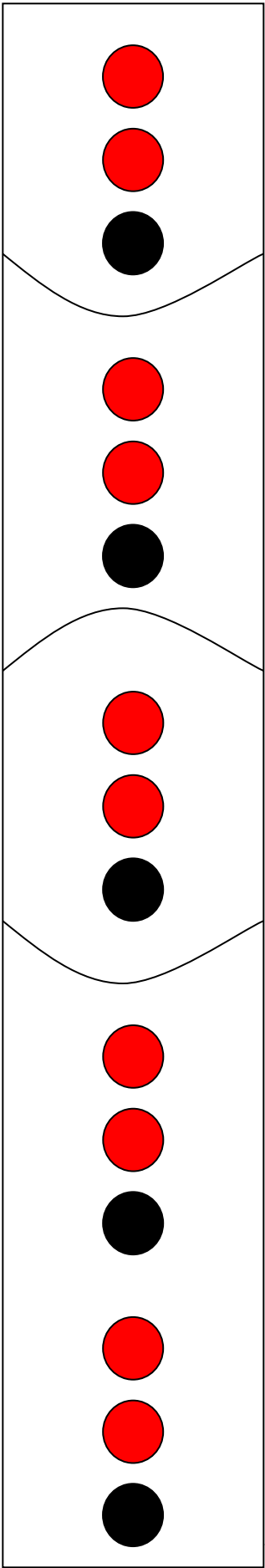
Possible Skills to Practice:

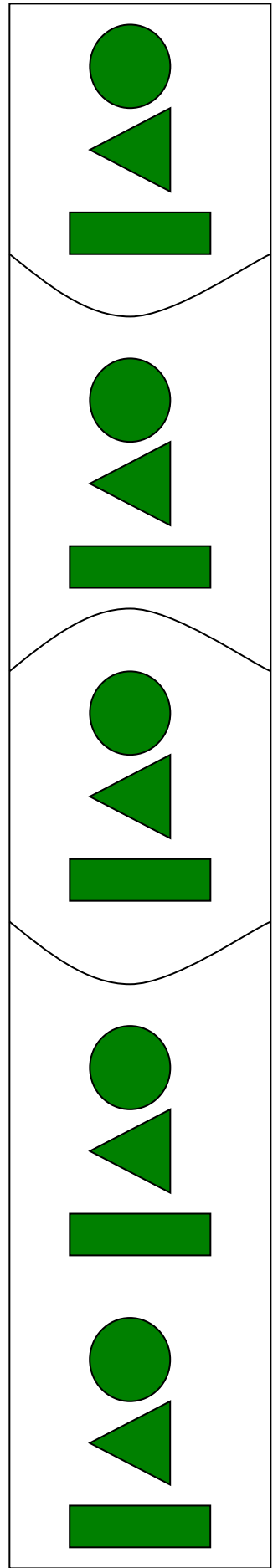
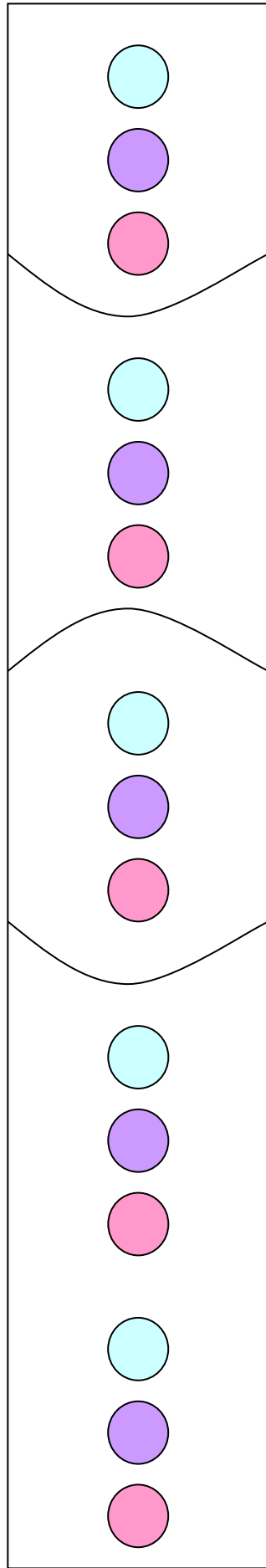
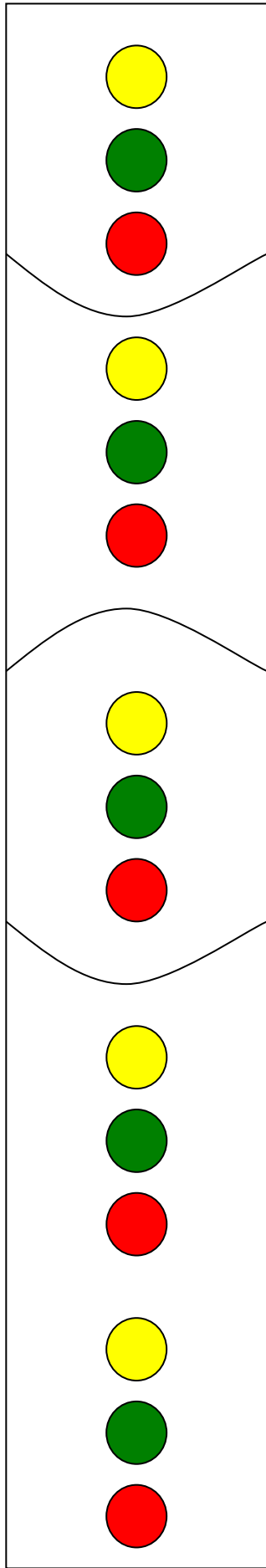
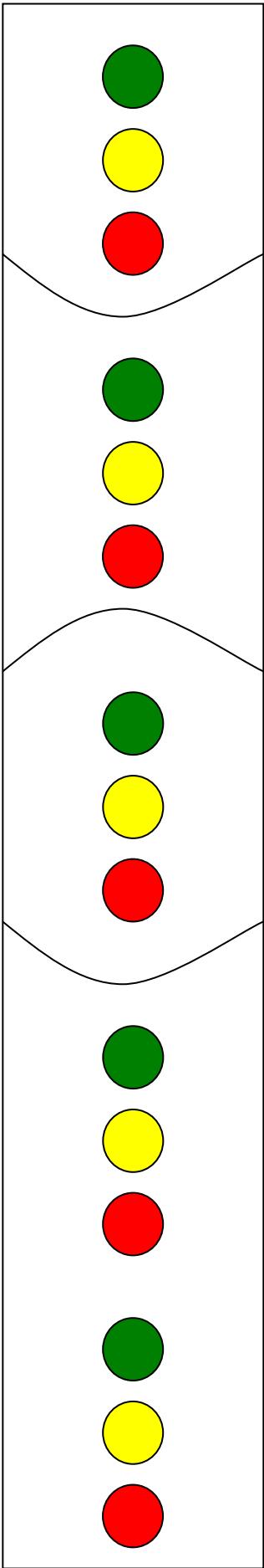
- Numbers- 1-25
- Sorts objects by color, by size, by shape, by kind
- Names, copies and extends patterns

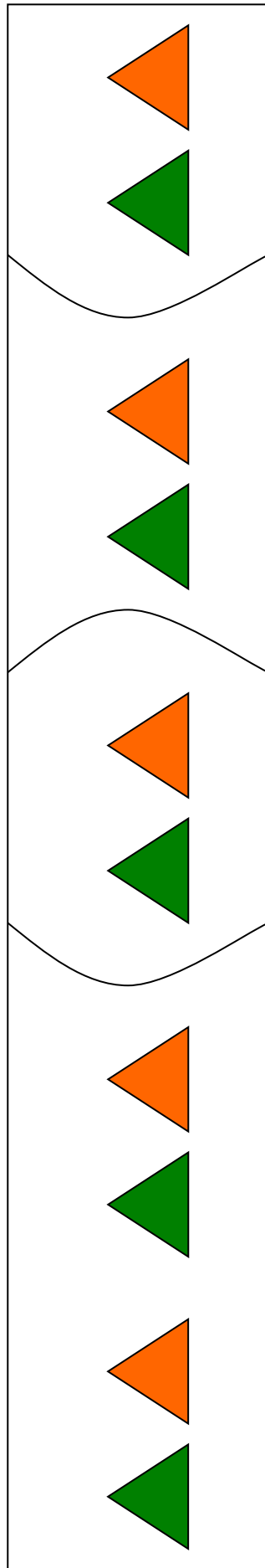
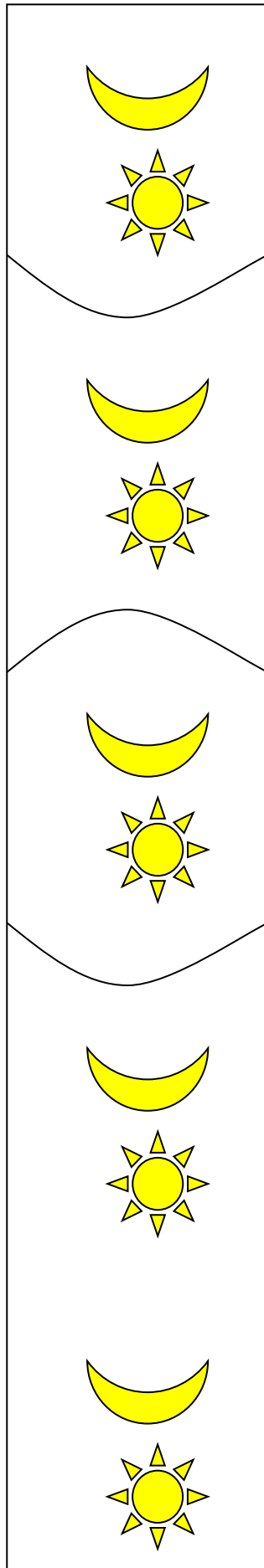
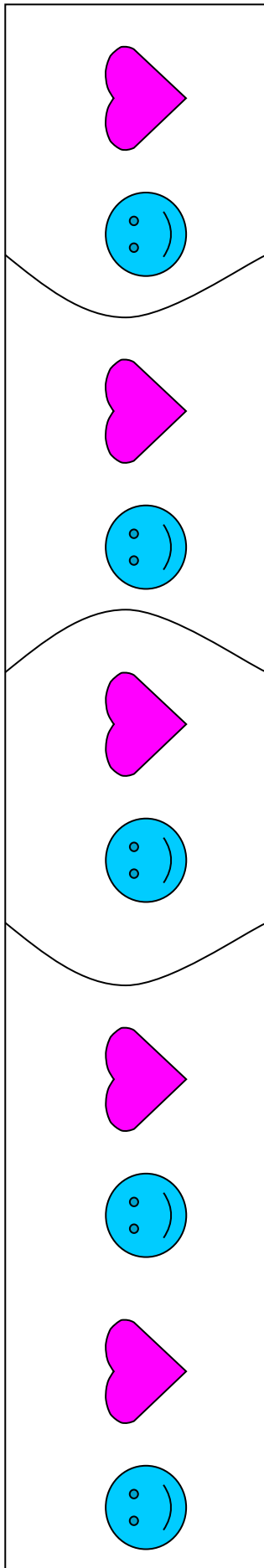
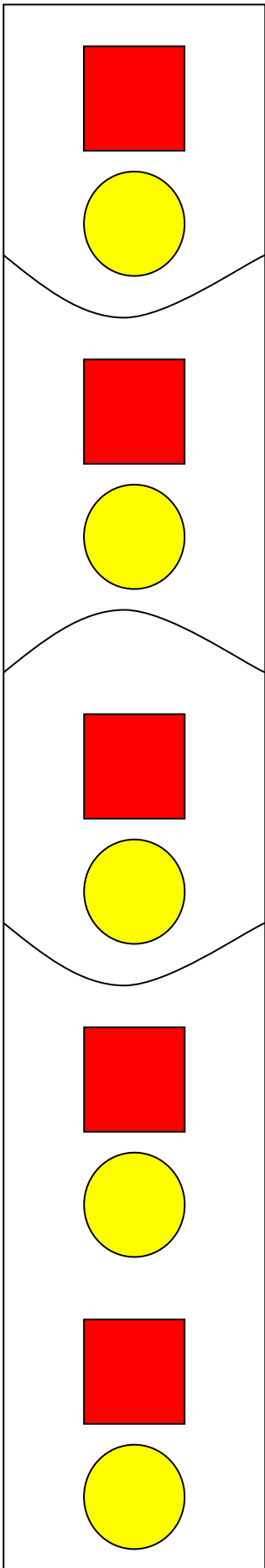
To make the puzzles, print the following pattern pages on cardstock. Cut apart the puzzles pieces and laminate (optional). These puzzles include AB, AAB, ABB, and ABC patterns. They are designed to help children see the "units" in each pattern.

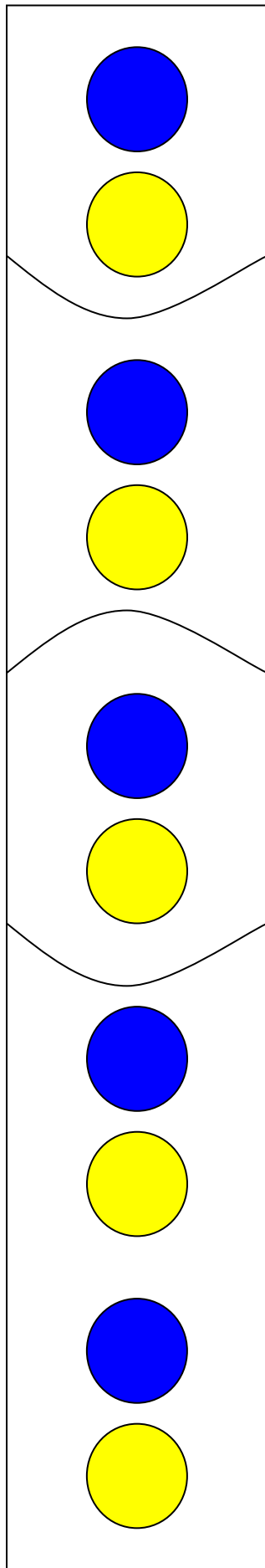
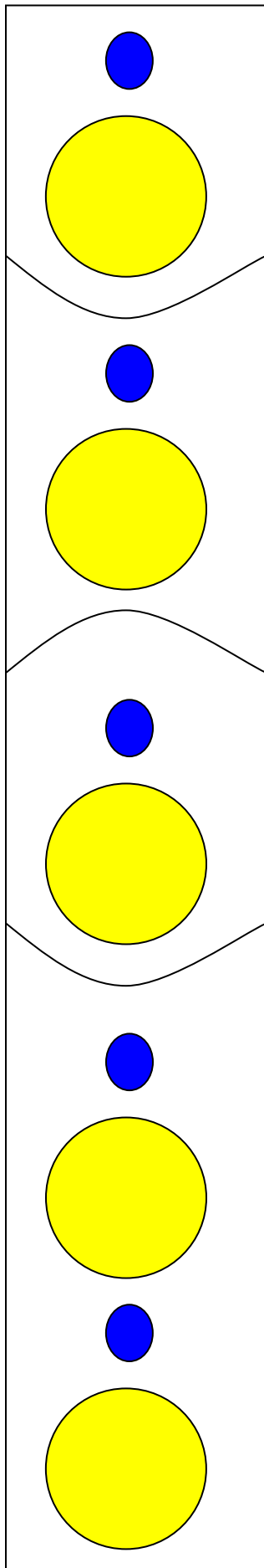
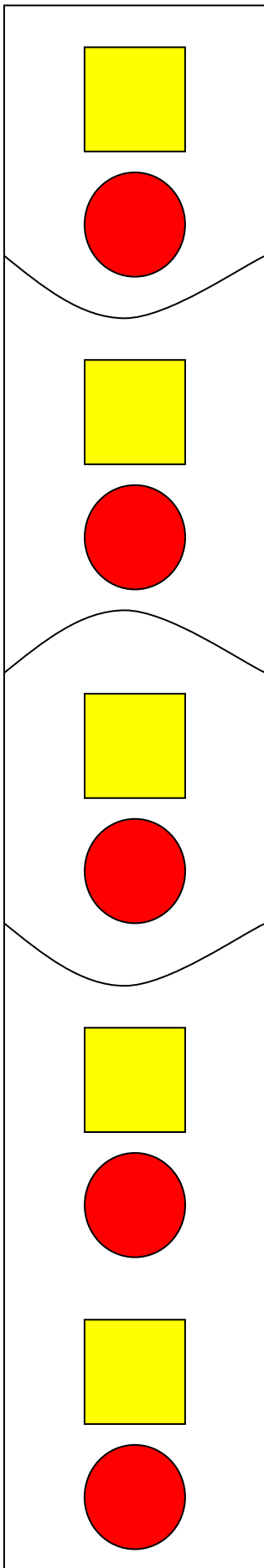
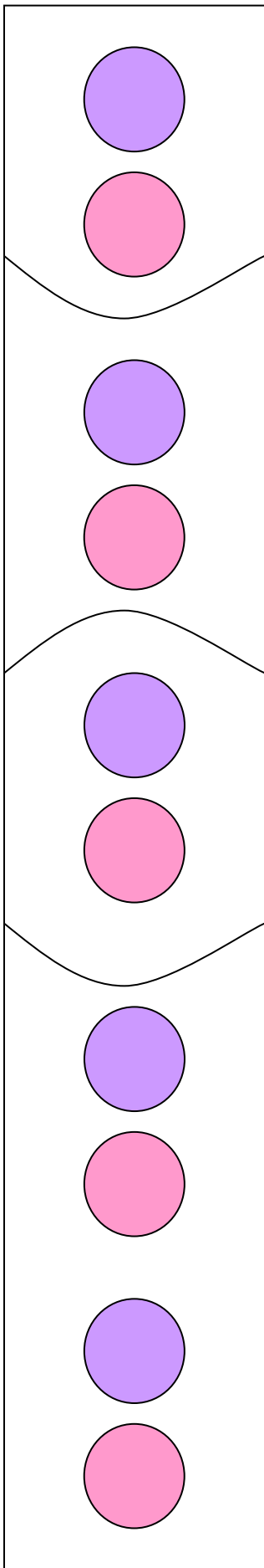












Pizza Play

Just like pizza, more, equal, and less are best when you can make them exactly the way you like them. Prepare a whole pie's worth of plain paper slices for a great young student fractions lesson.

This idea was adapted from a project on Lindsey Boardman's blog, Filth Wizardry. Lindsey lives in California, where she uses her science and design skills to create often-messy crafts with her two young kids. Visit her at filthwizardry.blogspot.com.



Materials

- Corrugated cardboard
- Brown paper bag or kraft paper
- Tape
- Tacky glue
- Colored paper
- Hole punch
- Glue stick

Instructions



1. Cut a large piece of corrugated cardboard into a circle, then into pie slices. Wrap each cardboard slice with a piece of brown paper bag or kraft paper as shown, securing it with tape. For the crust, roll up and crumple the excess paper along the curved edge and secure it with tacky glue.

For paper toppings, try yellow cheese shreds, black olive circles (made with a hole punch), crumpled-paper sausage meat, simple mushroom shapes, red sauce blobs, pepperoni circles, and curvy green pepper strips. Then direct them to "make" a pizza using fractions, for example have them make a pizza with $\frac{1}{2}$ mushrooms and $\frac{1}{2}$ pepperoni, an equal number of onions and cheese, a greater amount of cheese than mushrooms, etc. When you're done let your tiny chefs attach toppings to their slices with a glue stick.

Option: Have young students practice their shapes and colors adding color and shape toppings (brown square - sausage, red circle - pepperoni, yellow or white rectangle - cheese, green triangles - veggies).



pizza

by

Extensions:

- Use play-dough to make **pizza** and cut it into halves, thirds and quarters using plastic, dull knives.



- Have students practice more, equal, and less using the pizza printable at http://familyfun.go.com/assets/cms/pdf/printables/0108a_toppizza.pdf

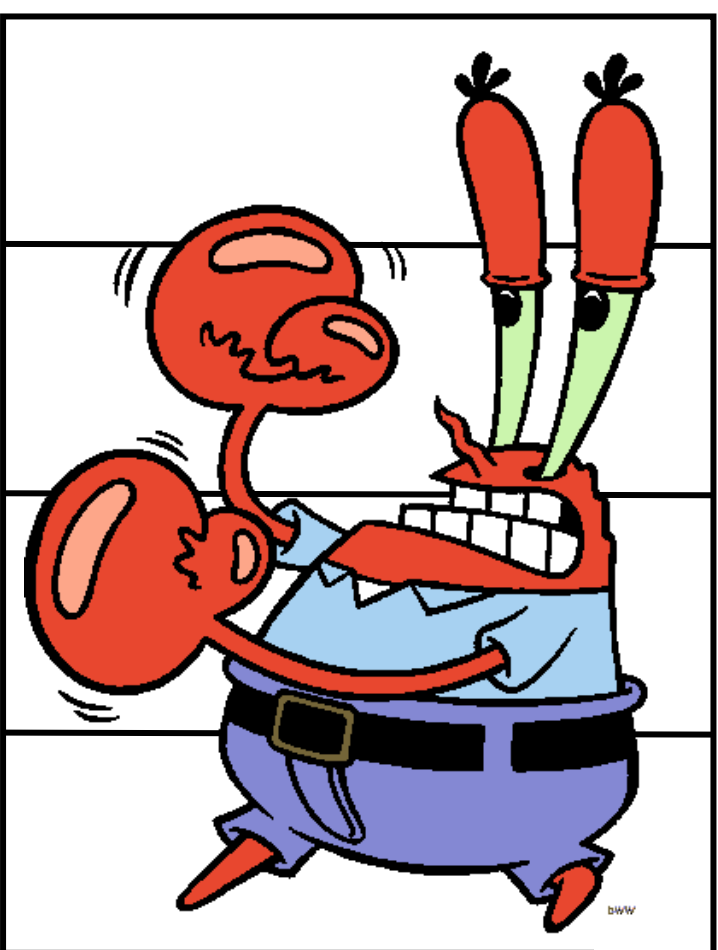
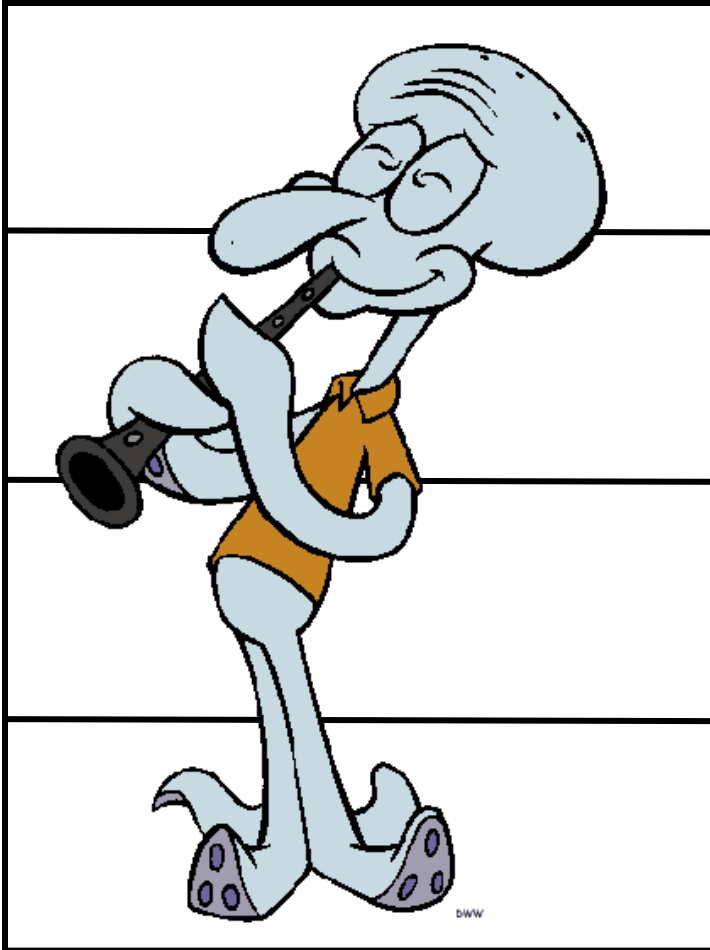
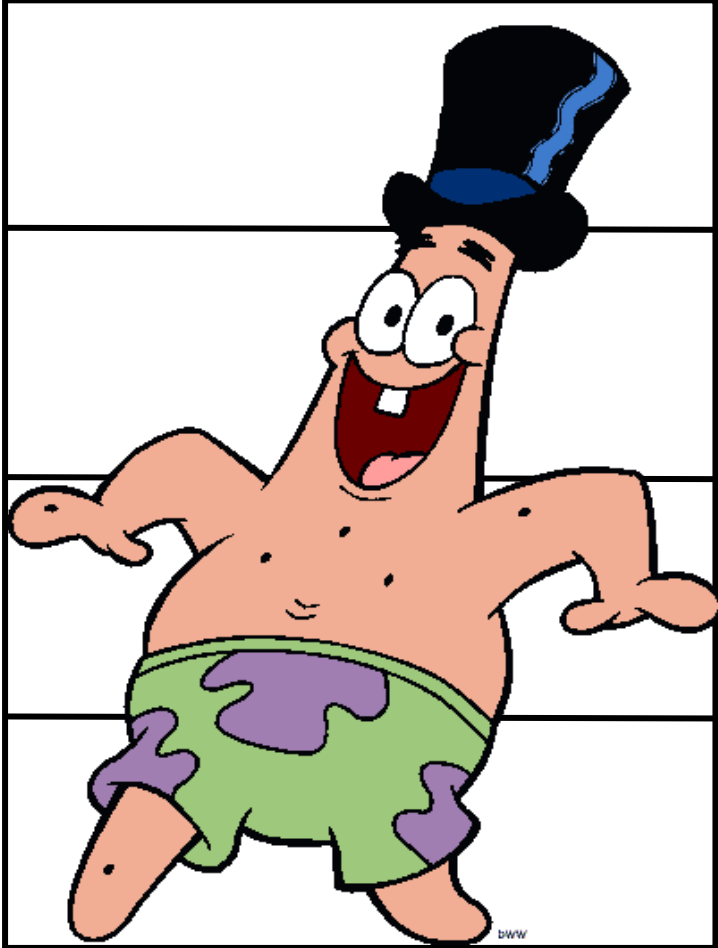
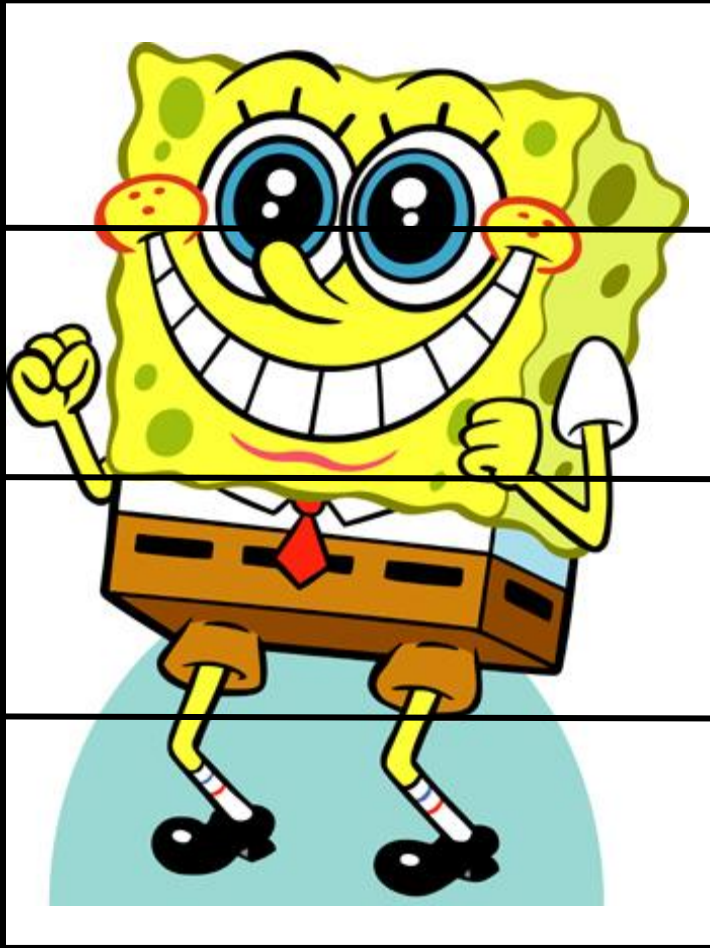
To practice interpreting graphs, create a “pie chart” graph what kinds of pizza toppings your students like. Do they like what pizza’s used to be made with? In the nineteenth century the pizzas in Naples were garnished with pork fat, oil, lard, cheese, tomatoes and tiny fish, hmm, maybe not the recipe for a winning pizza!

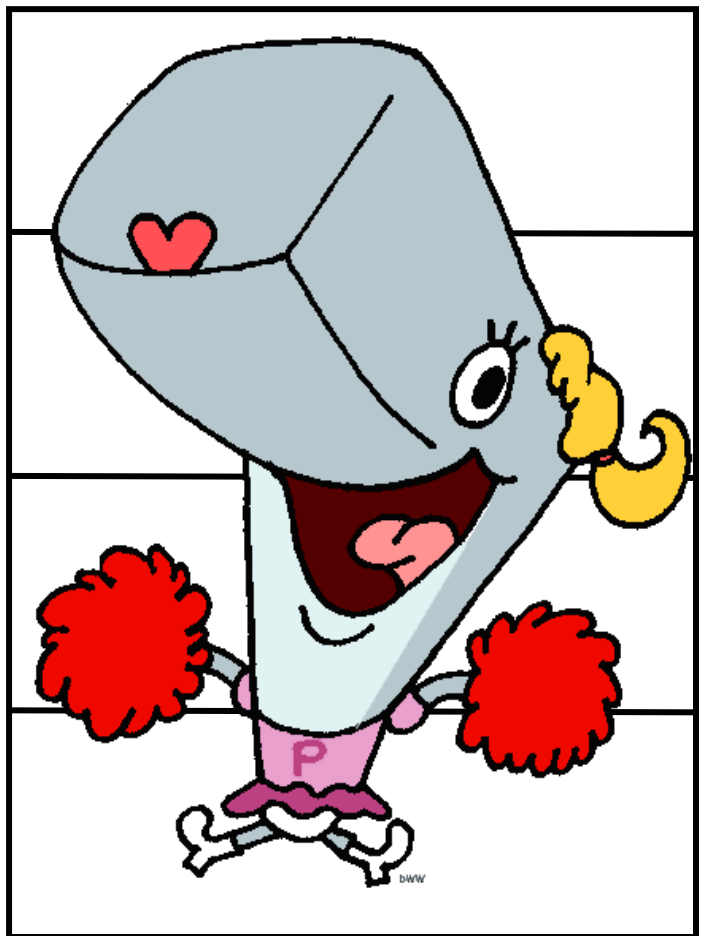
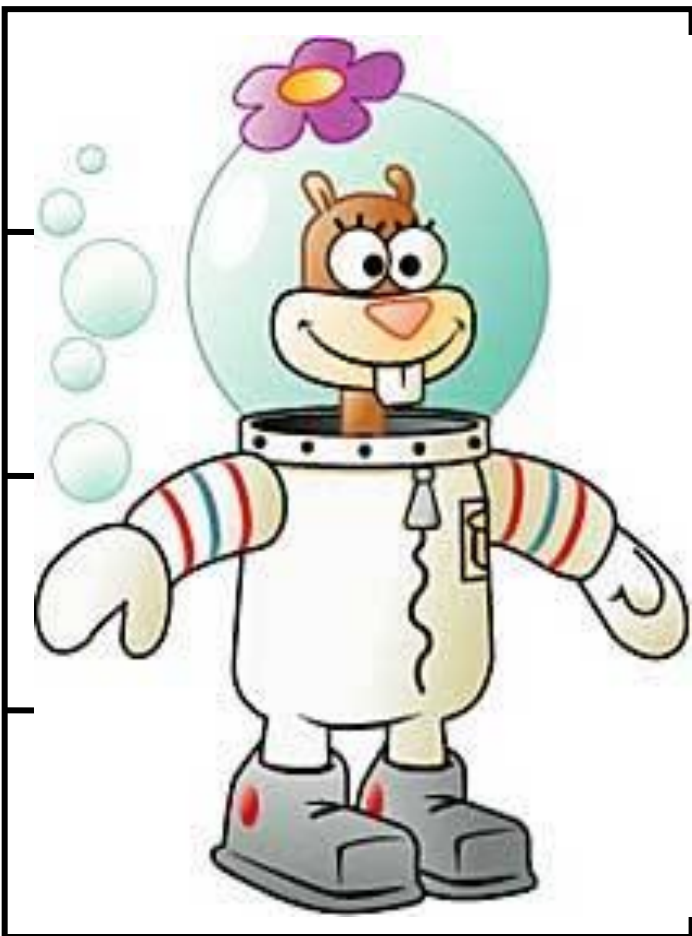
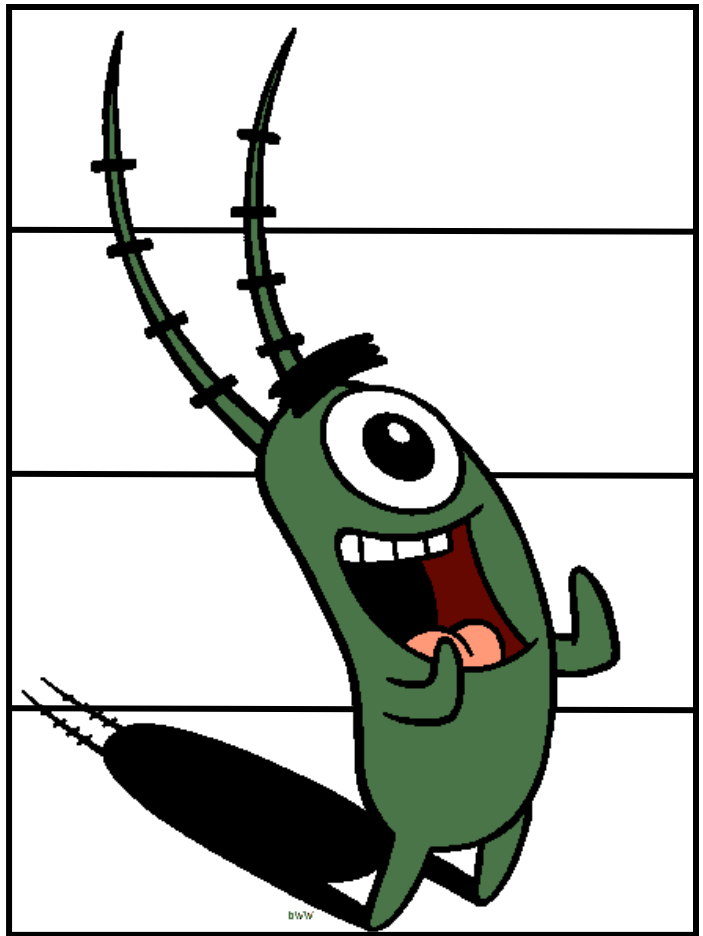
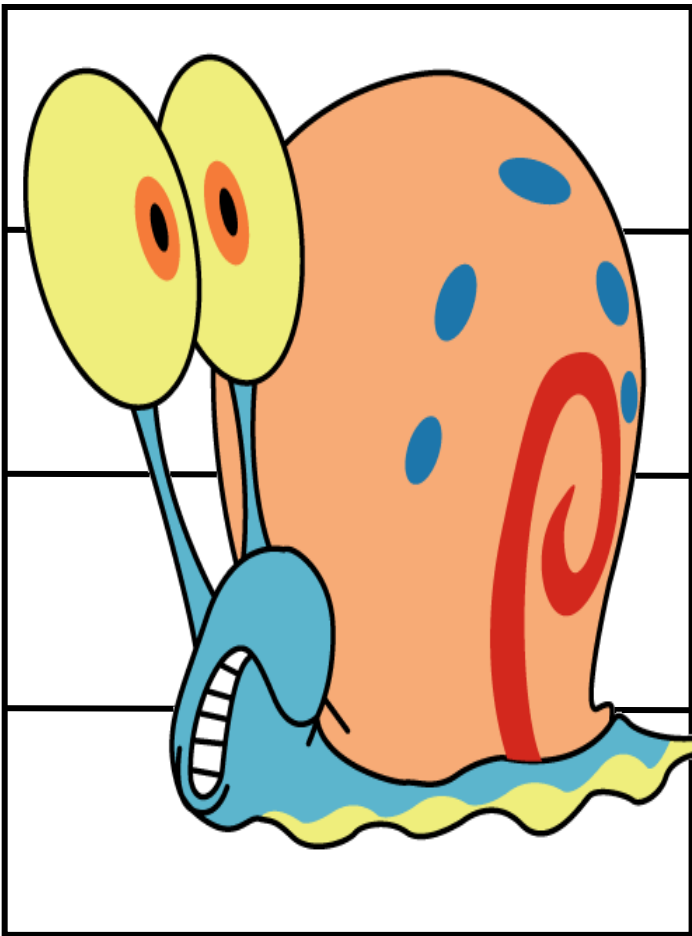
Spongebob Puzzle Game

http://www.kellyskindergarten.com/Games/GamestoMake/games_to_make.htm

Print out one set of the puzzle cards on cardstock (be sure you can't see through them). Laminate and cut apart. Print a second set on cardstock or regular paper (you may consider printing this set in grayscale). Laminate but don't cut apart--these will be the puzzle bases. You will need a set of word/letter/number cards. To play, spread out the puzzle pieces face down. Give each child a puzzle base. Students take turns reading a word and then turning over a puzzle piece. They keep the piece if it goes to their puzzle or pass it to the player it does belong to. The first person to finish a puzzle wins.





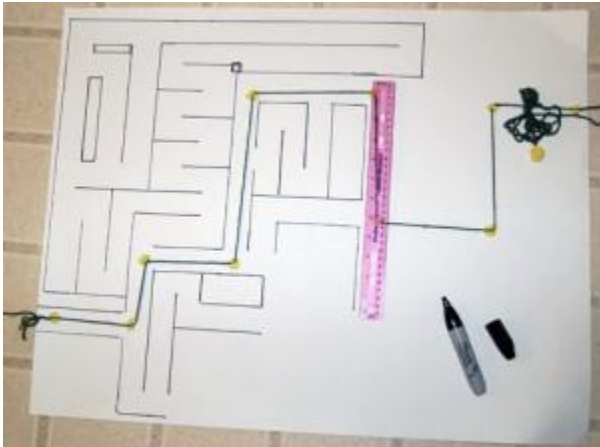


A-Mazing Labryinths

What you will need to make a maze:

- Yarn
- Sticky Tack
- Cardstock or paper
- Marker

How to create the maze:



Create the route with the yarn and the sticky tack. This is the easiest step, but try making a maze without first creating a “yarn guide”! It is so hard to do! Coming up with the “right” solution first and then filling in the “wrong” ways makes maze making a simple process.

Once you have your path figured out, add false paths. You can use a ruler to get even widths and to make our paths straight. The perk of using a ruler is that it was the perfect width for

toy cars. Our maze fits matchbox cars splendidly! Get a few toy cars out and have a blast!

To enrich this activity, have the kids work in partners and take turns giving each other or you directions on where to go. Solving mazes are great for developing problem solving skills as well as learning spatial reasoning and discerning between lefts and rights.

Variations: Put in number words along the correct path that the students have to reach, in order.



What's Missing?

From left to right:

(top row) fork - missing middle, house - missing door, car - missing wheels

(middle row) flower, missing petals - happy face, missing mouth - dog, missing tail

(bottom row) letter A, letter B, alphabet

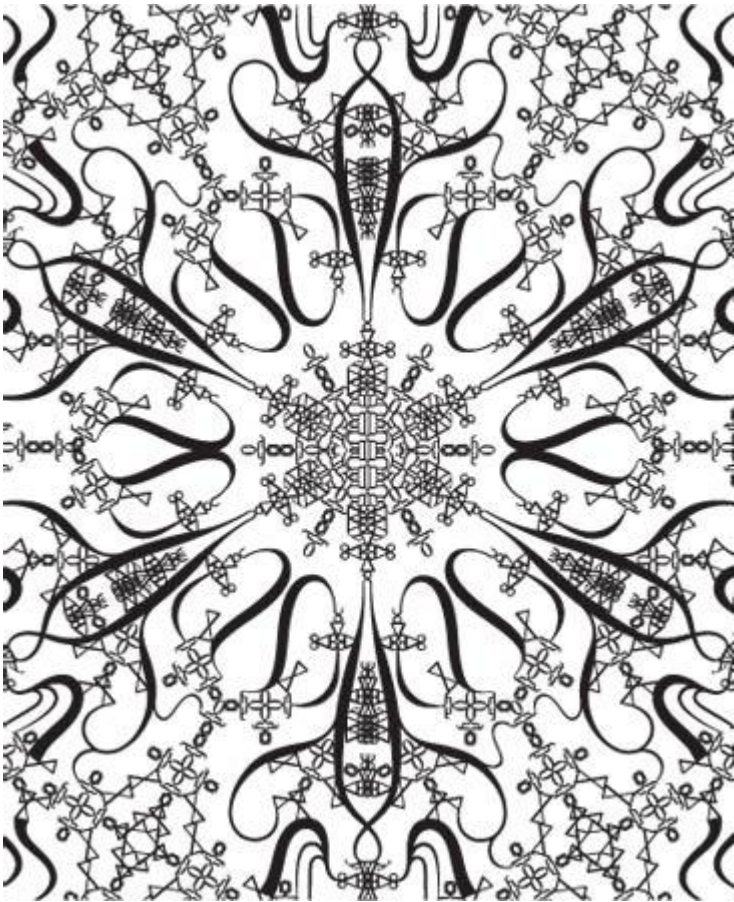
Practice logic skills and critical thinking with your students with the following simple activity. Start drawing pictures drawing pictures and asking him, "What's missing?". You'll

be really surprised at how quickly they catch on and how much fun you'll have with this game. Allow students to draw in the missing part on their own and even try some of their own.

Extension: Cut pictures out of magazines and then cut part of each picture off. For example, the top is off of the vitamin water bottle and the shoe is off of the girl. Show your students a picture (one at a time) and asked them, "What's missing?" They should study the picture, tell you what was missing, and then you can give him/her the two pieces to put together. It's very simple and easy to prepare and it's a fun critical thinking opportunity for little ones!



Mirror Drawing



beautiful.

This fun, challenging activity is appropriate for young children all the way up to adults and is a great introduction to symmetry and comparing objects.

It is trickier than you might think to mirror someone else's motions, especially when they make curves and diagonals. Encourage students to draw slowly, so one person doesn't get too far ahead of the other, and have students trade who leads and who follows from time to time.

The following handout has been designed to fit on an ordinary 8.5" by 11" sheet of paper, but this activity works even better if you use larger sheets of paper. Large sheets of newsprint, or craft paper, work especially well.

The resulting drawings are often quite

Materials:

This is a game for two people. Each needs a pencil or a pen. One will lead, and the other will follow.

Leader: sit on the left.

Put your pencil on your dot.

Slowly start tracing

the dotted arrow with your pencil.

Keep drawing on your side of the paper.

Draw anything you want.

Move slowly so the follower can follow you

Follower: sit on the right.

Put your pencil on your dot.

Follow the leader.

Trace your arrow with your pencil.

Keep following, as if looking in a mirror.

Be sure your pencils are always

the same distance from the middle line.

< < < Try trading who leads and who follows > > >

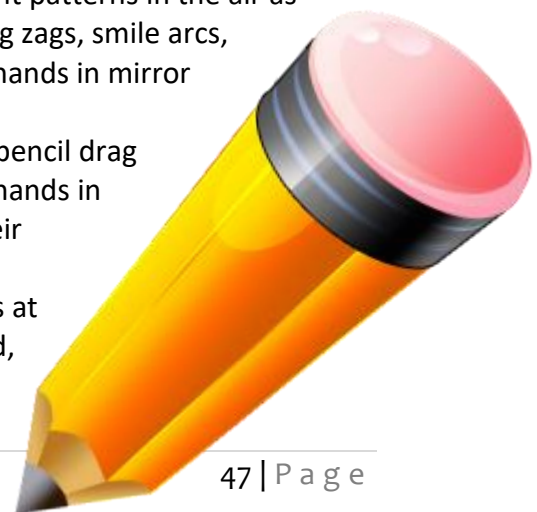
Two-Handed Writing

This activity makes a good warmup for Mirror Writing. Each student needs two pencils or pens, one in each hand, and a large sheet of paper in front of them. Notebook paper will do, but larger paper is better.

Stand up. Following the teacher, move their hands in small circles in the air, being careful not to hit their neighbor. Follow the teacher as he or she makes different patterns in the air as if conducting an orchestra: circles one way, circles the other way, zig zags, smile arcs, rainbow arcs, and figure eights. Feel the sensation of moving their hands in mirror symmetry.

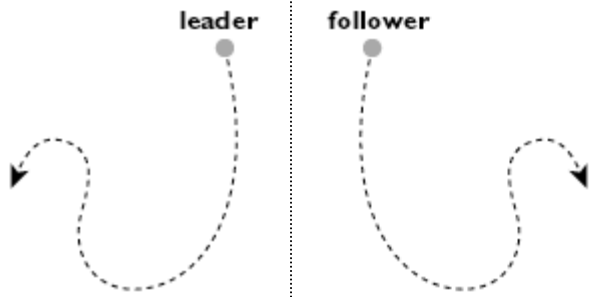
Now each student lean over and let the tips of their pencil drag along the paper as they continue to move their hands in opposite directions. Don't worry about what their drawing looks like; just enjoy the motion.

If they are right handed, place both pencils at the center of the page. If their are left handed, place their pencils at the left and right edges of



the page. Now with both hands, at the same time, write their first name in opposite directions. Their normal writing hand will write their name forwards and their other hand will write it backwards.

This may sound impossible to do, but it is easier than it sounds. They may find that cursive is easier than printing. They may also find that it is easier if they don't look at what they are writing, but instead focus on the movement of their hands. Don't be disappointed if they are not able to do this, for some people this exercise is too hard. But many people find this exercise much easier than they expected. They can check their work by holding their paper up to the light and looking through the back of the paper.



Madagascar Solitaire

You can find symmetry everywhere! Even in ancient (but still really fun) games.

Madagascar Solitaire is an ancient game from the island country of Madagascar. This game encourages players to think about strategy and symmetry. It also teaches skills related to graphing.

Materials:

A handful of stones, beans, paperclips or other small objects to use as markers.

Copies of the boards and score cards for the students

If you have a group of students this game can be played individually or as a group and it's a great game to use in a group where skill levels vary. By using the different game boards you can make this game easier or more challenging and because it is solitaire your students can easily start with a simpler board and move on to more advanced ones when they are ready.

Tips for Teachers:

In simple solitaire whether a player wins this game depends on which marker the player takes away first.

For an example look at the image. A player will always lose if they start the game by removing the markers in spots 1 or 4, but will win if they start in the middle, in spots 2 or 3.

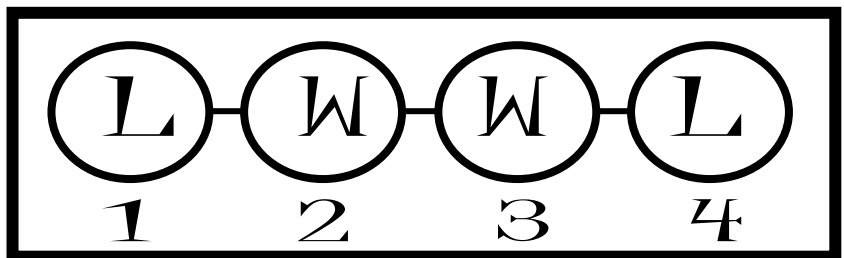
It's symmetry.

The two winning moves are the same move, if you look at the board mathematically. Since it is symmetrical, removing 2 has the same effect as removing 3 would. They're mirror image moves. It's easy to see the symmetry in Simple Solitaire, so looking for the line of symmetry doesn't help much, but where symmetry really comes into play is when students move on to more advanced

boards. Now remember, it's possible to lose a game even if you start with a winning first move.

Does symmetry really help?

Winning moves are mirror images of each other. Just like in Simple Solitaire, where the winning moves are mirror images of each other, it is the same in Intermediate Solitaire. You can win if you start by removing the marker at 4,1. Now imagine that the lines of symmetry on the board are like a mirror. What is the mirror image of that move? Can you find multiple mirror images of that move? A player can win by starting with this move and playing a game in which every move is a mirror images of the move in the winning game.



For students that have a hard time getting started, draw a large group game board and use sticky notes for markers, so you can all play together.

The Goal of the Game:

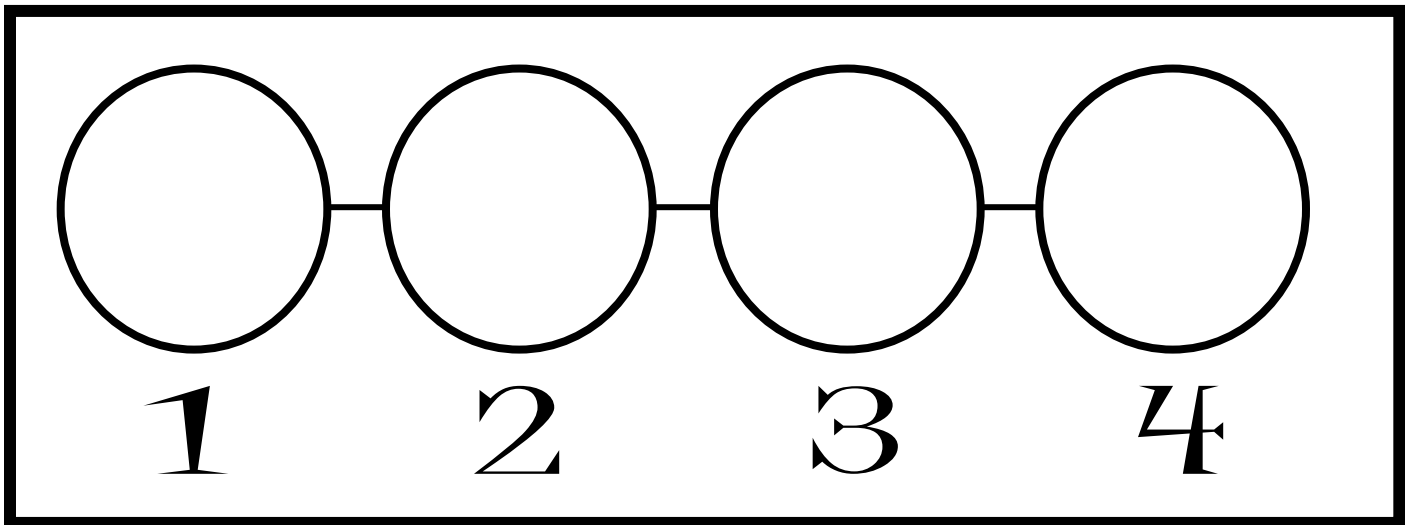
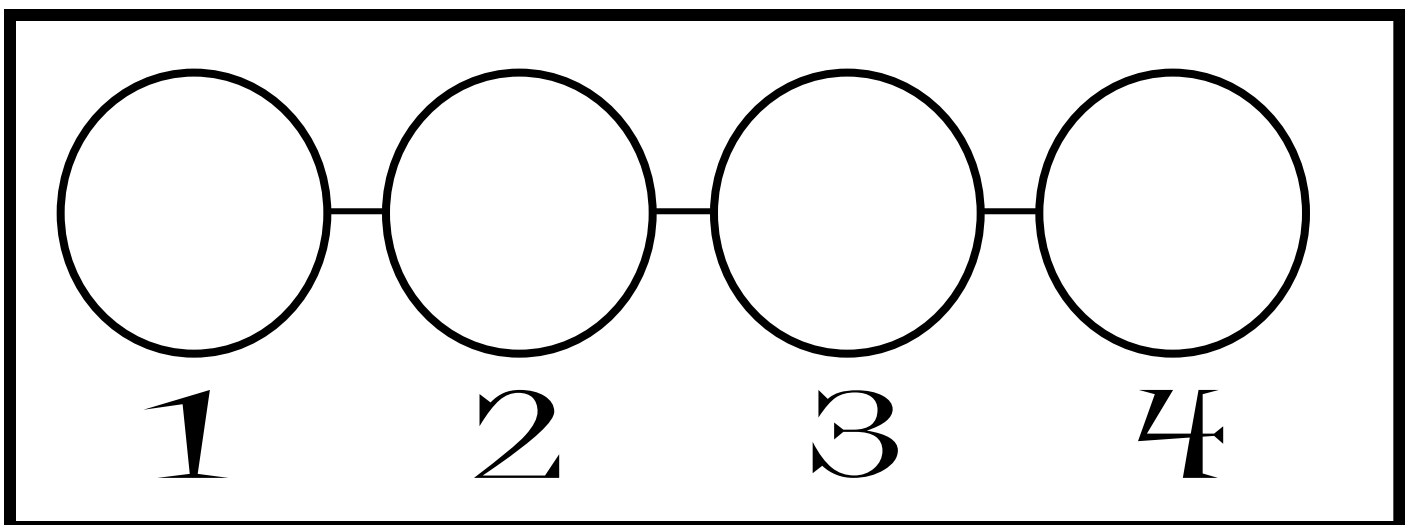
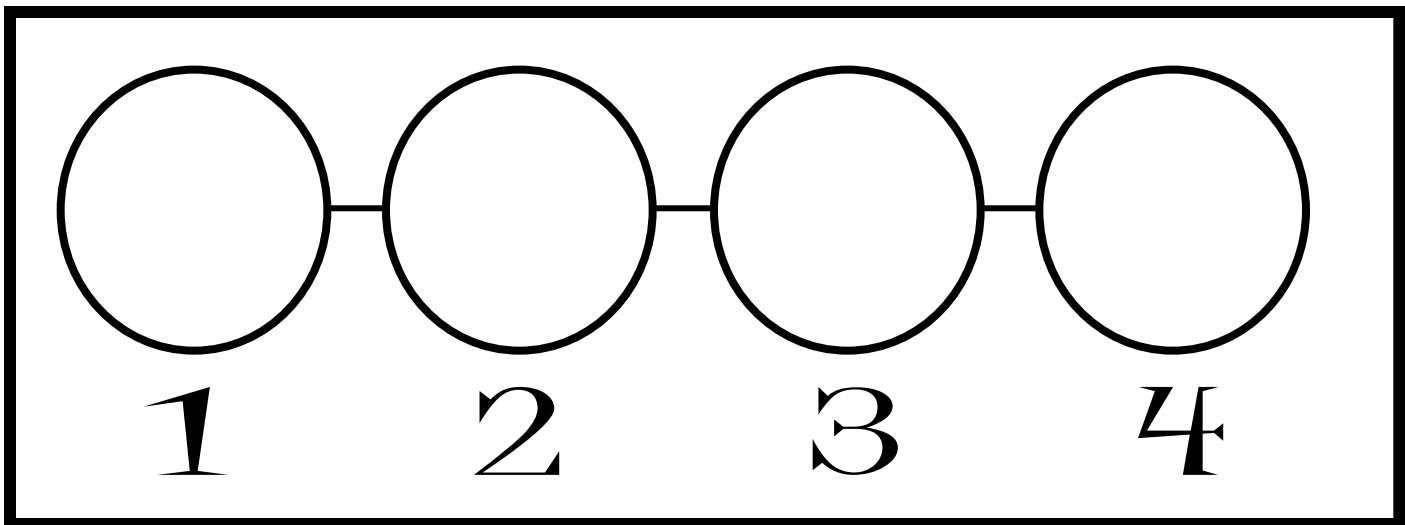
Remove all the markers from the game board one by one by jumping over them with other markers. You win when you only have one marker left, alone on the board.

How to Play:

1. Place a marker in every circle on your game board.
2. Remove one marker from your board. In classic Madagascar Solitaire, on the large board, it is the center circle that remains empty.
3. Jump one marker over another. You can't jump over multiple markers, you can only jump over one marker at a time and you have to jump over a marker, you can't jump over an empty space. And you must **land** in an **empty** circle.
4. After you jump over a marker, you take it off of the board. Then, jump again, using any marker, not only the one you just used.
5. If you end up with only one marker left on the board, you win! More than one marker left on the board and no jumps possible, try again!

Let's Practice! Simple Solitaire

1. Have students play a game using the following 4 circle board, keeping track of their moves on the basic scorecard. If they won have them put a star on their scorecard. (This isn't just because you won, it's to help them start noting what moves lead to a winning game.)
2. Have them play again, starting with a new marker. Can they figure out what marker they need to start with in order to win?
3. After they figure out one winning move, can they figure out another? How many can they find? Are the winning moves similar? Have them always put a star next to a winning game.

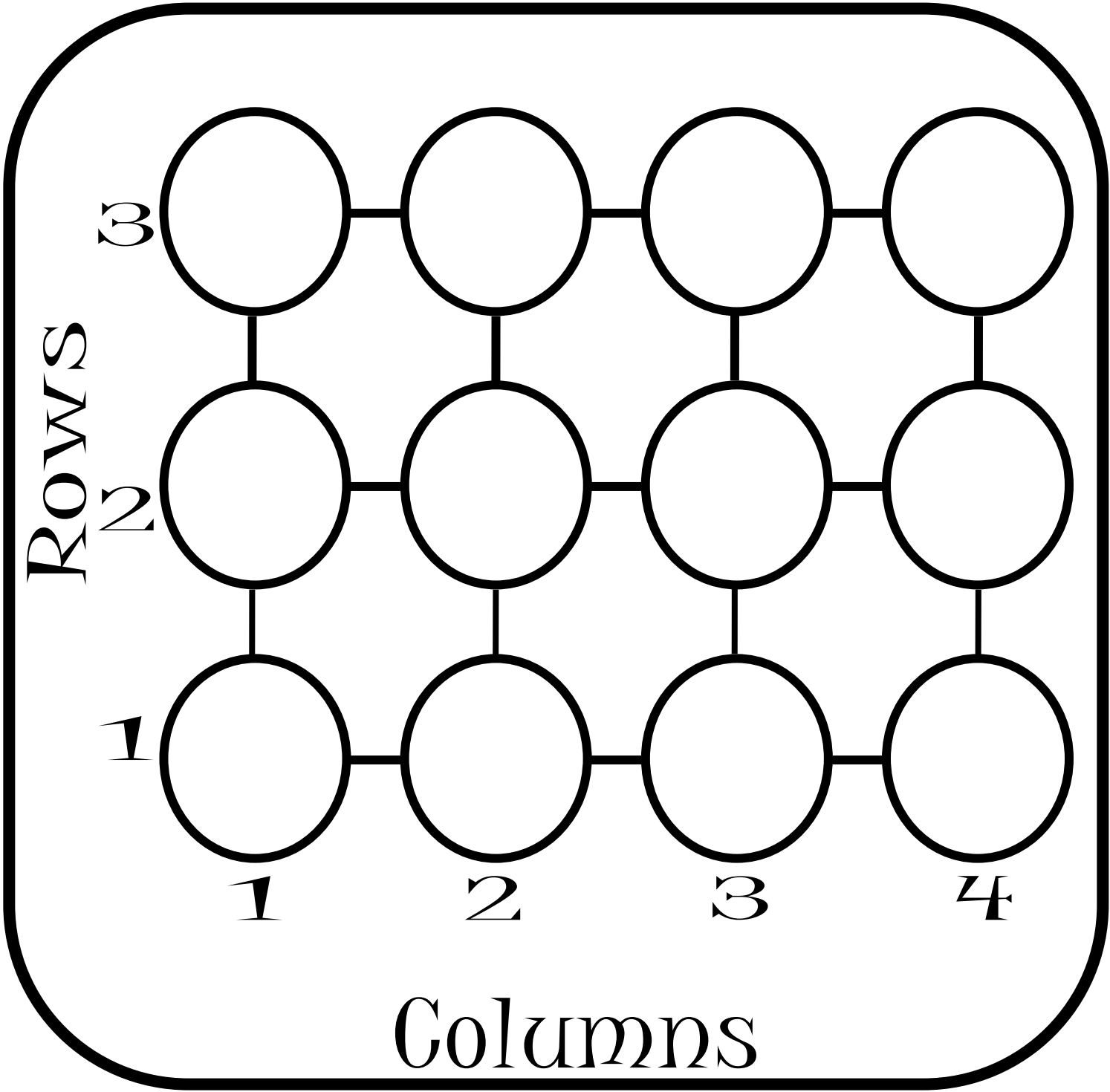


Getting More Advanced! Intermediate Solitaire

This version has more possible moves than our previous practice did. Markers can jump up and down or left and right, but they still can't jump diagonally.

1. Have students play a few games, keeping track on their scorecards. Once again they will put a star by any games they win.
2. Now our concept of symmetry comes into play once again. This scorecard is symmetrical. When you fold it the circles on one side will match up with the other side. That fold marks a line of symmetry, each side is a mirror reflection of the other side of the board. There are two lines of symmetry on the board.
3. When students win a game have them see if they can win the game by using the symmetrical, mirror reflection move of the first move they made in their winning game.

Note: On the scorecard when students write down a column and row, they are using two numbers to identify an exact position. In math class teachers talk about (x,y) coordinates. On our game board the x-coordinate is the column number and the y-coordinate is the row number.

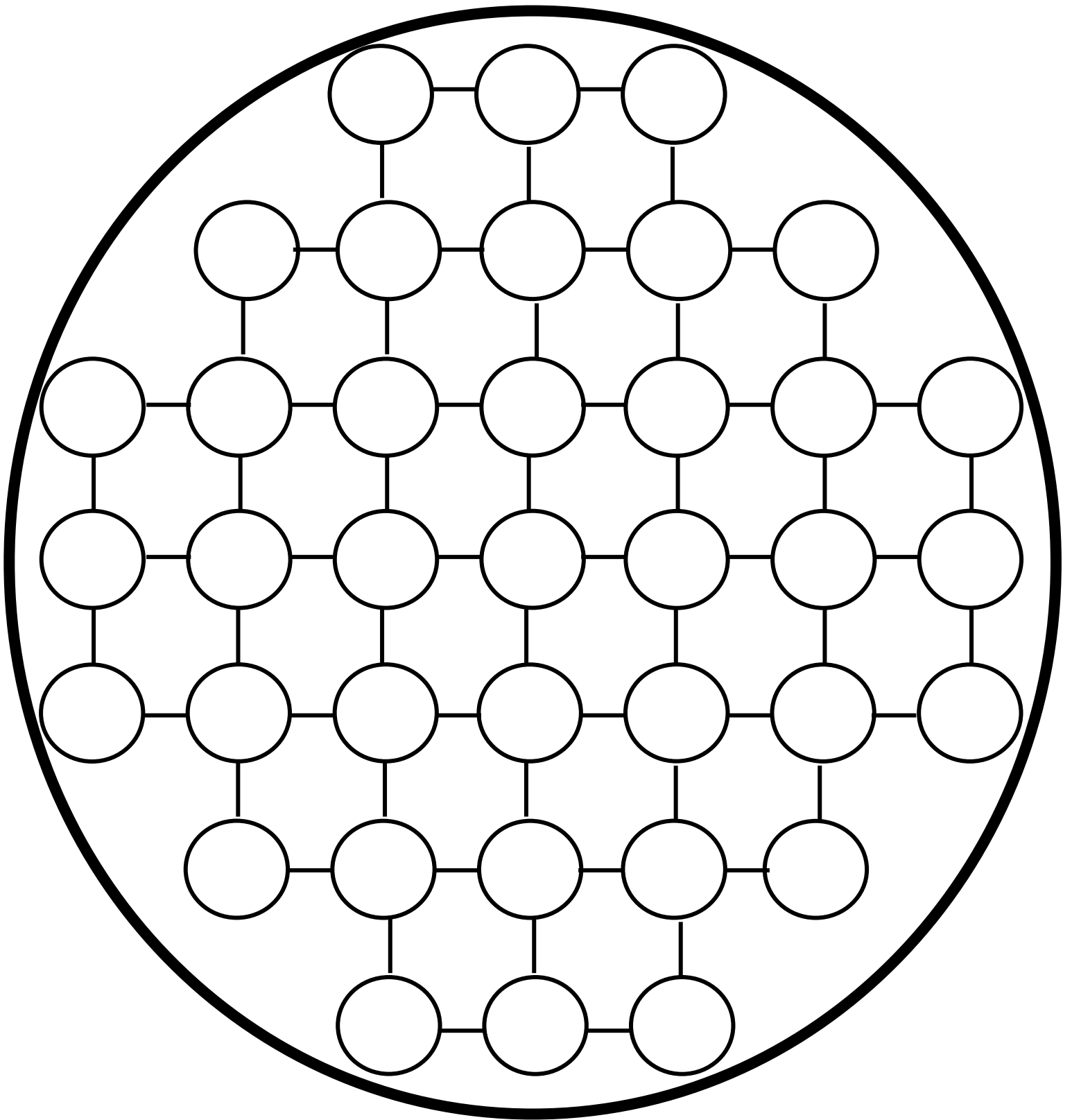


Now You're Ready! Advanced Solitaire

Madagascar Solitaire can be played on many different game boards and now you can give students a chance to design their own.

They may want to try a board with four columns and four rows or a board with six columns and six rows, it just needs to stay symmetrical, what lines of symmetry can they find? Then they can play a game on whatever board they've designed.

For an extra fun challenge have them use the board on the next page, the one used in Madagascar.



Number Recognition

Memory!

Use index cards to create number pairs. Write the same number on two different cards, or write the number on one card and place the corresponding number of stickers on the matching card. Make five to 10 sets of the number pair cards. Take turns matching the cards.

Number Hunt

Write several numbers on cards and hide them around the room. For younger kids, place them in locations they can easily find. You can do all the cards with the same number or do different numbers. If you use different numbers, call out one specific number for the child to find. This helps him differentiate between all of the numbers he sees on the wall.

Math Muffins

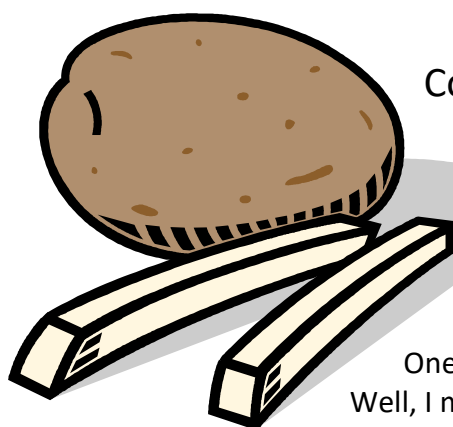
Your students recognize numbers, count and sort during this activity.

Materials: Cupcake paper liners, felt tip marker, poker chips or anything they can count and sort.

Description: With a marker, write numbers 1-10, on the muffin liners, and then have the kids count and sort that many items into liner.



each



Counting Fingerplay

Use this new twist on an old chant in which preschool children use movement and rote counting skills.

Description: Have children in your circle on their feet, get a beat going with a clap and a stomp & say "Get your potatoes up! And let's count!" Hold up fists (potatoes) to count with fingers up as indicated:

One potato, two potato, three potato, four!

Well, I made a batch of hot potatoes

(bend forward and stir as in a big pot)

Dropped 'em on the floor!!

(look shocked, and put hands on face in surprise)

Five potato, six potato, seven potato, eight!

So I stomped 'em into mashed potatoes

(stomp feet while walking forward a few steps and then back)

And plopped 'em on a plate

(hands out like plopping potatoes on a plate!)

Nine potato, ten potato, can't believe my eyes!

(cover and uncover eyes in surprise)

The children ate 'em up and now they want some french fries!!!

(Say to children "how many?" and march with swinging arms and stomping feet while counting...)

1,2,3,4,5,6,7,8,9,10 fries!

(jump up and reach over head to sky on 10)

"Again??"

Do the count again, faster and a third time even faster then plop back down to sitting after the last 10.

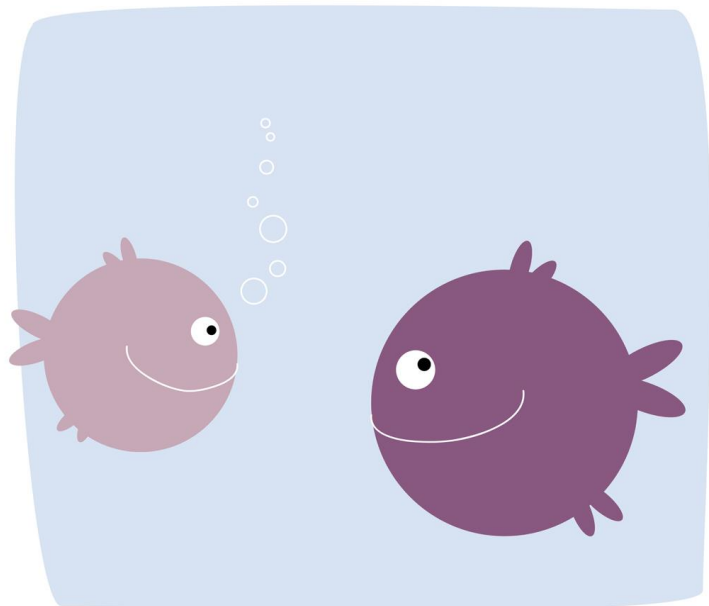
This is SO aerobic and the children love the notion of making mashed potatoes by stomping.

Also intriguing to them is the faster and faster counting to ten.

Go Fish and More: Play Games with a Deck of Cards

There are many ways to use a deck of cards or index cards promote number recognition. To use index cards make multiple (2-4) sets of the same numbers (ex. 1-15)and then play. Here are a few ideas:

1. Play the card game Go Fish.
2. Use the cards as flash cards up to ten.
3. Print number words on index cards and play the game of match the number word to the number card.
4. Play Memory with all the cards one through ten or fifteen..

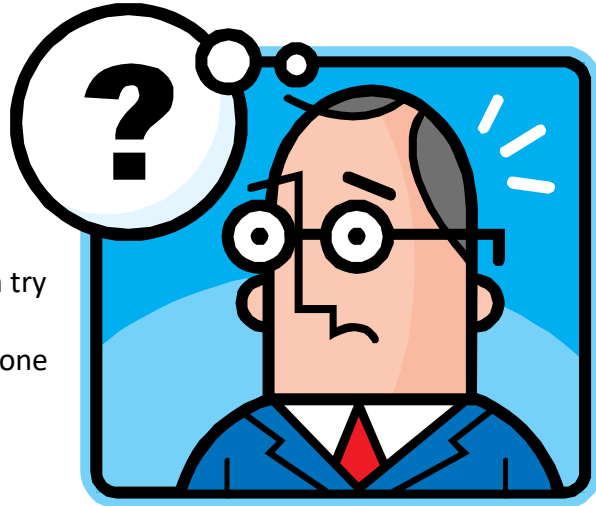


Guess My Number

Kids love to play this game anytime, anywhere. They don't think about the skills they're building, but asking and answering questions about numbers helps them understand the characteristics and meanings of numbers.

Directions

1. Let your student think of a number. Then try to guess it by asking questions.
Child: I'm thinking of a number between one and ten...
Is it bigger than 7?
Is it smaller than 5?
2. After you guess the number, let another student take a turn as the guesser. For younger children, start with a lower range of numbers, such as one to fifteen.
3. Limit the number of questions the guesser may ask. This will encourage your students to exercise reasoning and judgment.



Number Hunting

Hide number flashcards around a room or play area. Have the students find them and place the numbers in the correct order.

Simon Says

Give the students commands "Simon says" style while holding up a number flashcard. The students must do the action the number of times in correspondence with the card. For example, if you say "jump" and hold up the number "2," the students must jump twice.



Story or Rhyme Games

Read a story that has a counting theme, such as "Five Little Monkeys Jumping on a Bed." Instead of saying the number, hold a flashcard with the number on it. Have the students say the number instead. The students could also count out that number of corresponding paper monkeys to each part of the story.

Number Race

Tape pieces of paper with numbers on them to various locations around a room, backyard or play area. When you call out the number, the students race to the corresponding number. Call out numbers randomly. You can reward correct choices with a corresponding number of something, such as a treat or stickers.

Recognizing the Symbols

A fun way to help recognition of numbers is to select a few number cards. Take one from the pile without letting your child see it. Ask them to guess which one you have as you gradually expose the number from behind a screen (eg. a book) If your child guesses wrongly explain what the number is. Introduce a few numbers at first and build up slowly.

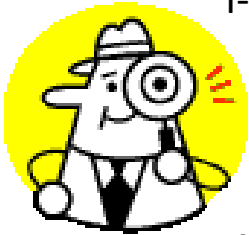
Collecting

Ask the students to bring you a certain number of items by handing him a flashcard. For example, hand the students one marked "3" and ask him to bring you that many toy cars. Hand him a "7" and ask him to bring you that many blocks.

Matching Games

Make groups of items. Have the child place a corresponding number next to the group with that amount. For example, there may be five erasers, seven trucks and 10 balls. Have the child put the correct number flashcard next to the group.

I-Spy



Play "I spy" with your students to identify objects that start with a specific letter or a number of objects. You will have to look around the house and pick out different things that are different colors. For example, you would say, "I spy three small green things." Then, your students would look around and guess three things that are green. After about five guesses, tell your students what you were looking at. Continue finding different objects that are different colors or start with certain letters, and let your students guess. You can even ask your students to give you a chance to guess.

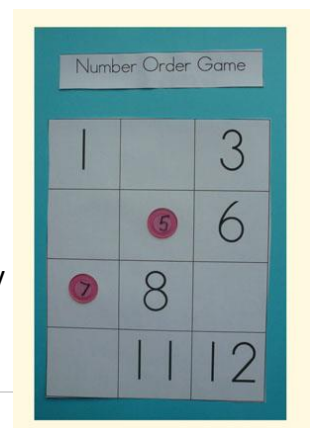
My Counting Book

Make a blank book for your students by stapling pieces of white paper together with a colored paper cover. Write "My Counting Book" and your students name on the front. Number the pages in the book from 1 to 10 (or higher) Let your students look through magazines or catalogs and tear or cut out small pictures. Then have him/her glue one picture on the first page of the book, two pictures on page two, and so on.

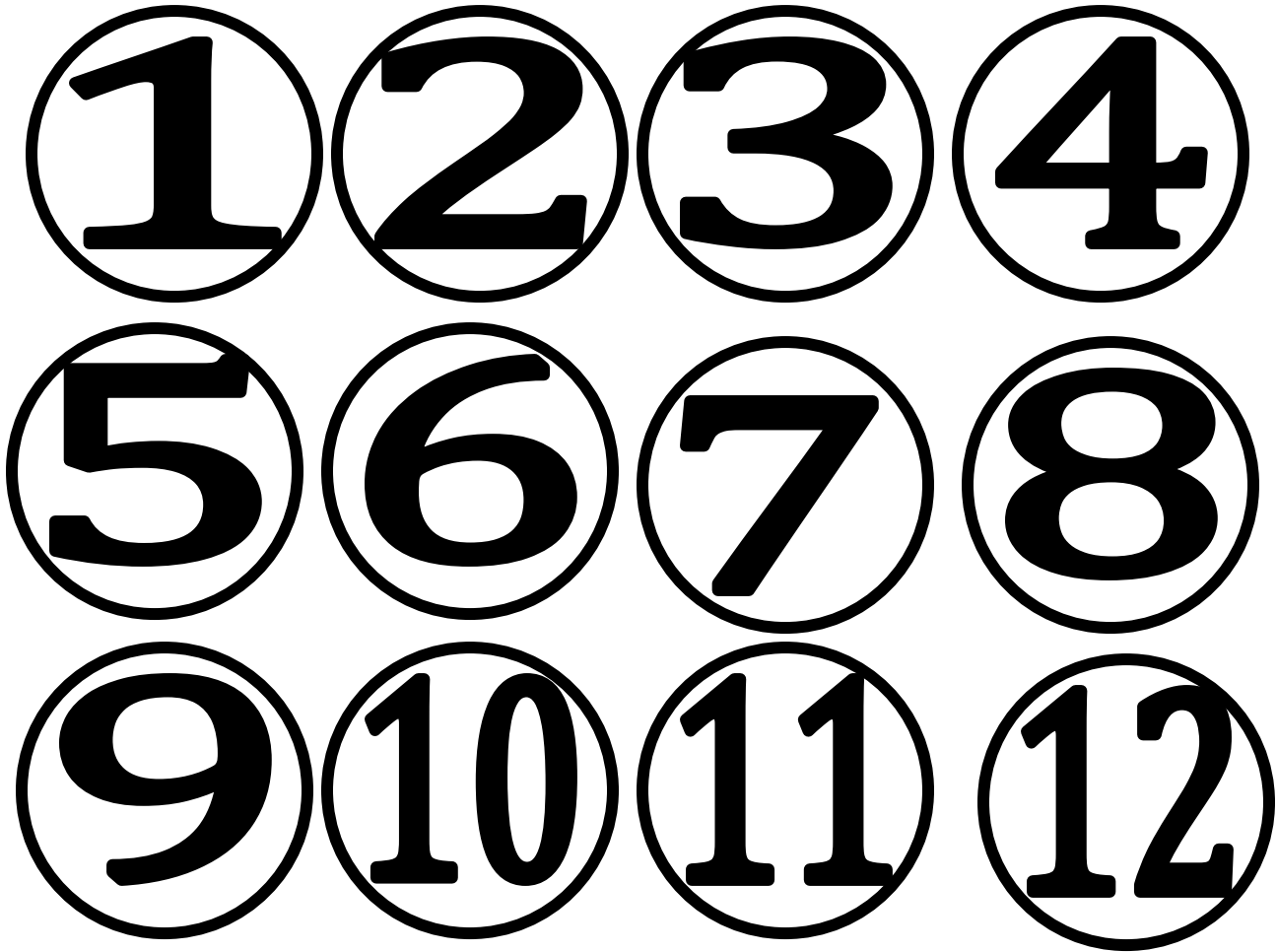
What's the Missing Number?

<http://www.kinderplans.com/images/Image/memissingnumber.JPG>

The missing numbers are printed on bingo chips (2X), or use the following sheet. These are placed in a container with blank chips. The children take turns picking the number chips out of the container. They must place it on the correct missing number square. If they pick up a blank chip or one they no longer need, this is placed back into the



container and it becomes the other partner's turn. The first person to complete their number game board in the correct order, is the winner. Option: Print out the numbered sheet and cut out the following numbers, have students put them on the blank sheet, in order.



Number Order Game

Balloons

Balloons, will help students learn how to recognize numbers. Each student needs a worksheet with six rows of balloons, where each row has three balloons (see last page). The balloons in Row 1 each have the number 1 inscribed inside, the balloons in Row 2 each have number 2, and so on. Make your own worksheet or use the one on the last page. The first student rolls the dice. She colors a balloon on her worksheet that matches the number she rolled. Play until each students has at least one balloon from each row colored in. For a more competitive variation, the first student who has a full row of balloons colored in wins. Alternatively, design a game where each player has the same amount of turns, and at the end of the game, students add up the numbers that are colored in; the students with the largest score wins.



Number Memory Match-Up

Playing games allows your students to learn, practice and reinforce many useful skills such as following directions, taking turns, and making predictions. Try this new twist to the traditional memory game to help your kindergartener match number symbols to the correct quantity while sharpening her memory skills!

What You Need:

20 index cards

Stickers

Colored markers

What You Do:

You and your students can work together to make the game cards. First make the ten numeral cards. Using markers, write the numerals from 1 – 10 on each card.

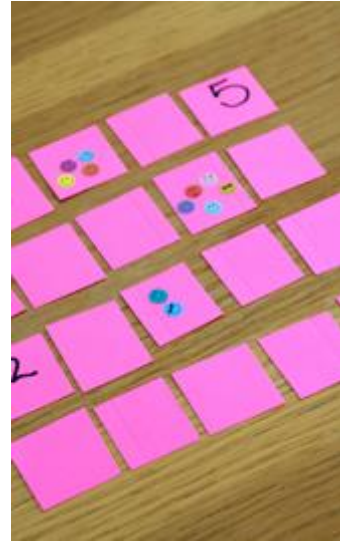
Next, have your students help make the ten quantity cards. You can use small stickers or draw pictures to show the quantities. For example, place 5 stickers on an index card. This is the quantity card to match the numeral card for the number 5.

Once all of the game cards have been made it's time to begin playing Number Memory! Mix up the cards thoroughly. Lay the cards on the floor or on a tabletop in rows. Make 4 rows with 5 cards in each row.

Have your students turn over two cards. If the cards are a match (a card with the numeral 3 written on it and a card with a picture of 3 objects), she has a match and can keep the pair. If the cards are not a match, both cards must be turned over and returned to their original positions. Then the next player takes a turn.

Keep playing until all of the matches have been found.

Your kindergartener will not only practice matching number symbols to quantities, but she will fine tune her memory skills as well.



Counting Cups

One potato, two potato, three potato, four. Who knew that a simple childhood game could



help your kindergartener master math? But while it may never occur to your students that he's doing anything more than playing, counting games are a great way to get your kindergartener engaged in math.

Take one-to-one correspondence, an important skill that is mastered in kindergarten. In a nutshell, one-to-one correspondence means students are able to count a group of objects, while touching each object, one at a time. (Kind of like that one potato game...) While this concept might seem obvious, it's more advanced than just counting out loud, which is called "rote counting" because it takes things to the next level-- associating spoken numbers with real

objects. Give your students some hands-on practice with what teachers call good 'number sense', with this easy activity.

What You Need per set

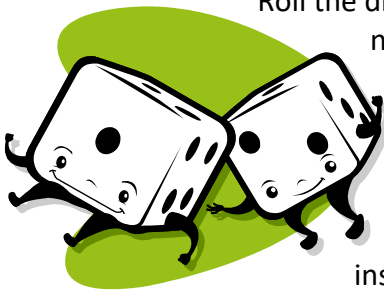
- 11 paper cups
- markers
- 55 small objects (like cotton balls, pennies, beans, pasta, jelly beans, screws, or anything else that's fun to touch)

What To Do:

1. After you've decided on the counting objects, get 11 medium-sized paper cups. Write the numbers 0 through 10 on each cup. Then mix up the cups and give them to your students. Ask your students to place the cups in order from smallest to biggest.
2. Give your students a collection of 55 objects. Tell her that the point of the game is to look at the number on each cup and put in the matching amount of objects. Be sure to remind your students to count out loud as she places each object in the cup. This helps to reinforce her counting skills and lets you assess her ability to count with one-to-one correspondence.
3. When your students is finished, empty the cups one at a time and have her check that the number of objects matches the number on the cup.

Variations: As your students develops accuracy and fluency working with 0 to 10, increase the numbers by increments of five, eventually working up to 30. It's not necessary to begin at 0 each time. Start in a place that's comfortable, and go as high as they can. As they get better, pull the cups out in random order. See if she can do the game without the cups ascending. It makes things much trickier!

Pass It On



Roll the dice and play this fun number game! It's a great way to practice number recognition and the skill of following specific instructions.

This simple game of chance will help prepare a kindergartner for more advanced games. Work together to remember what each number on the dice represents. Make predictions about who is going to win based on the patterns you see in the game. Ready for a challenge? Let your students alter the directions. Write down the instructions and use them to play a new round!

What You Need:

- Five standard dice (or make your own.)
- One cup
- Five poker chips for each player (Or select an appropriate substitute, such as coins or dried beans)

What You Do:

- Players take turns rolling all five dice. Then, follow the instructions below according to the numbers shown on each one of the dice.
- 6 - Put a chip in the cup.
- 5 - Pass one chip to the player on the left.
- 4 - Pass one chip to the player on the right.

1, 2, or 3 - Don't do anything.

- If the number of chips in a player's possession is less than 5, they should roll a number of dice equal to the chips they have. (e.g. If they have 2 chips, they should roll 2 dice.) If a player has no chips, they cannot roll the dice, but they can stay in the game hoping to be passed chips on another player's turn.

- Play continues until one player has all of the chips (except for the chips in the cup, that is). The winner is awarded all of the chips in the cup.



Triple Match

There's more than one way to write a "1." It could be a single picture, the number "1," or even the word "one!" Being able to recognize numbers in all their forms is fundamental to future math success. Here's an activity to help your students see numbers in three ways so he can learn that numbers can be written in different forms. Not only will your students get valuable practice writing and recognizing number names, but he'll

also get to refine his small motor skills with this game!

What You Need:

- 30 index cards, white
- Markers, crayons, or colored pencils
- stickers
- Hand wipes

What You Do:

1.Set out the blank index cards. White index cards are best; colored cards can be distracting.

3.Make number cards: ask your students to take 10 index cards and, with the cards positioned vertically, help him write one number per card using the numbers from 1–10. You can use different colored markers, crayons, or colored pencils.

4.Then make number word cards: Ask your students to take another 10 blank, index cards and help him write out the number words ("one," "two," "three," and so on), one per card from 1–10. Help your students to match the color of the number words with their respective number card from the first stack of index cards (i.e. "one" and "1" are both written in red).

5.Now it's time to make counting cards: have your students take the last 10 index cards, and put the correct number of dot stickers on the card to match each number from 1-10. Again make sure to match the colors on these cards with the colors from previous stacks.

6.When the cards are ready, it's time to play "Triple Match!"

7.Lay all the cards face down and try to find matches three ways: "one," "1," and one painted dot, for instance.

Froggie, Hop Home!

Froggie wants to get home, but there are so many lily pads and flowers on the way! Here's a simple game you and your kindergarten students can make together to teach counting and the number line while having a good time together.

Materials:

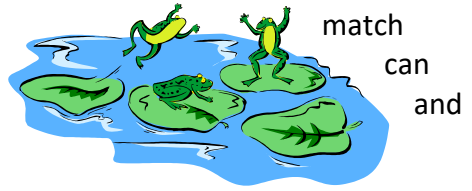
- Two empty matchboxes
- Two small "frogs" (you can get plastic ones at any party store, or make little ones yourself from $\frac{3}{4}$ " circles of green construction paper glued onto a bottle cap)
- Plain white banner paper
- Markers
- Cardboard shoebox lid or soda pop tray
- Tempera Paint, brush
- Glue
- One die

What to Do:

1. Use plain white butcher paper or cardstock to make your game. Or line a box lid or cardboard tray, and glue it down securely. This will be your "game tray."
2. Use tempera paint to paint the outside of the "game tray." Then color the outside of each matchbox in a different color.
3. Glue the matchboxes down on one end of the "game tray." The goal will be to help the froggies hop into their matchbox "homes."
4. Now help your students draw two routes from the far end of the box to the matchbox. To form each route, help your students draw a "hopping path" of 1" leaves, broken up every 3-4 leaves or so by a flower or two. Try to twist and turn your path so that you have at least 20 leaves to land on. Number the leaves on each route with block numbers from 1-20.
5. Take turns rolling the die. Froggie can advance by whatever number shows up...but if he hits a flower, he must back up to the nearest leaf, or fall in the muck!
6. The goal is to be the first one to get to the froggie house at the end of the tray.

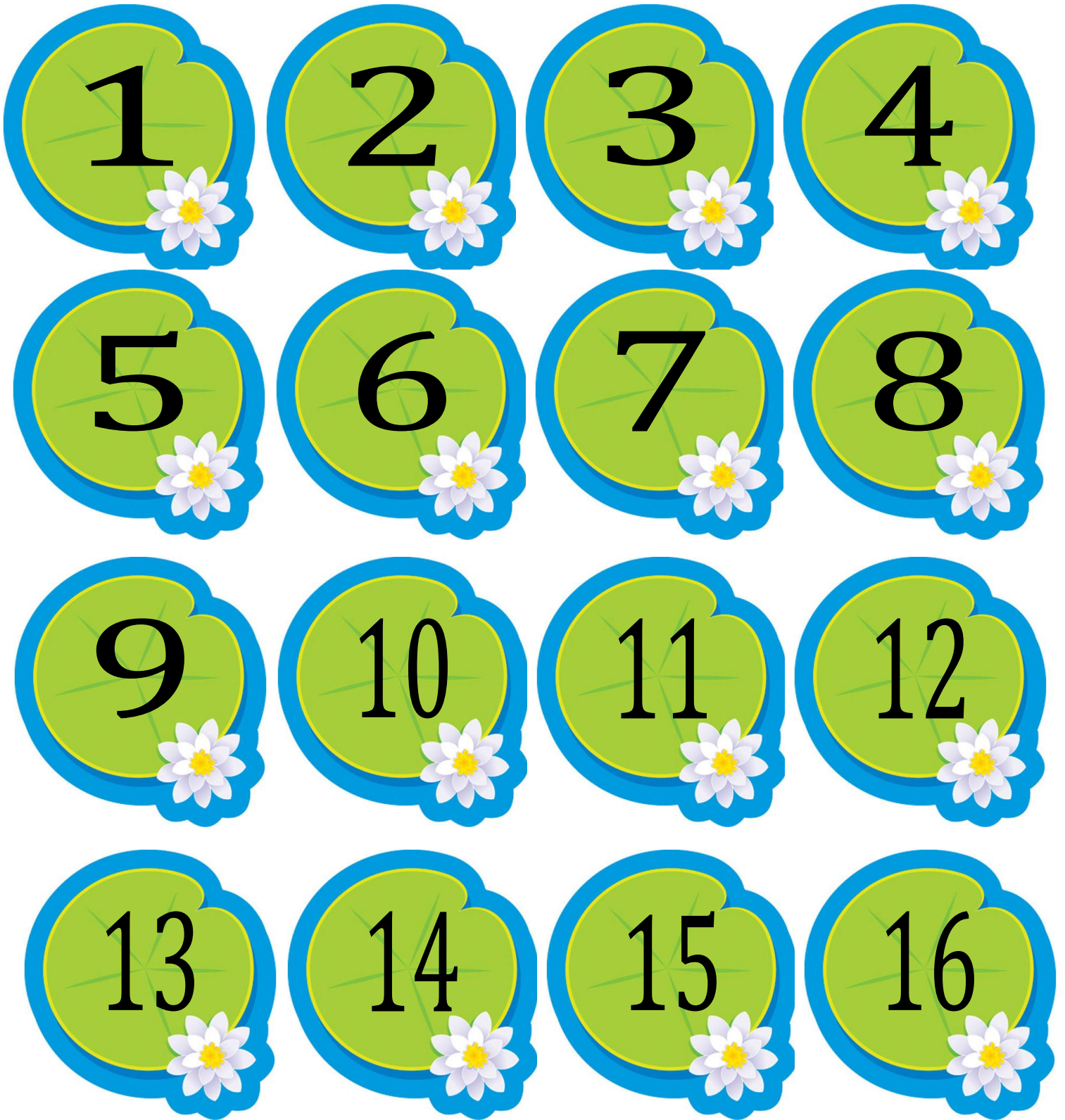


Throughout kindergarten, a key math skill is the ability to abstract numbers to real objects in sequence. Students recite numbers by rote, but there's nothing like seeing touching real objects to bring understanding to the subject. The other benefit of this activity is the process of creating it: kindergarteners get lots of practice with scissors, markers, and fine motor coordination as they learn to write. With luck, froggie will sleep safe and sound at the end of this game—and your students will feel that much more secure in their math skills, too.



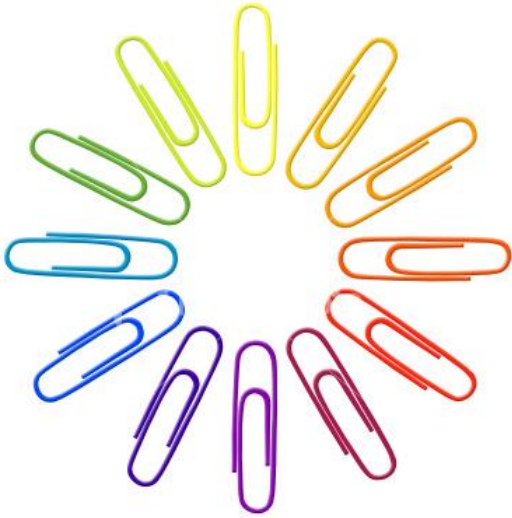
The following can be used as playing pieces:







Counting Clips



Time

- 15 to 20 minutes

Materials

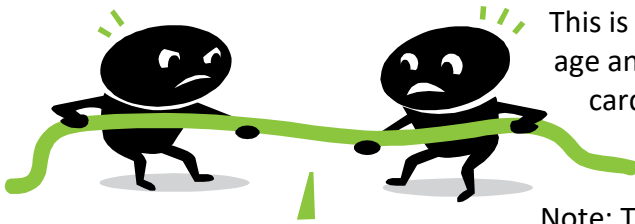
- Pencil
- A box of large vary-colored and interesting paper clips
- Package of 3 x 5-inch index cards

Directions

This is a fun way to learn about numbers while making discriminating choices. Write the numerals or number words for 1 through 25 on individual 3 x 5-inch cards and assist your students with deciding how many paper clips should be attached to each card to correspond to that numeral.

Variation: write the color words on the cards and have students attach the appropriate colored paperclips to the cards.

Math War (Partner Game)

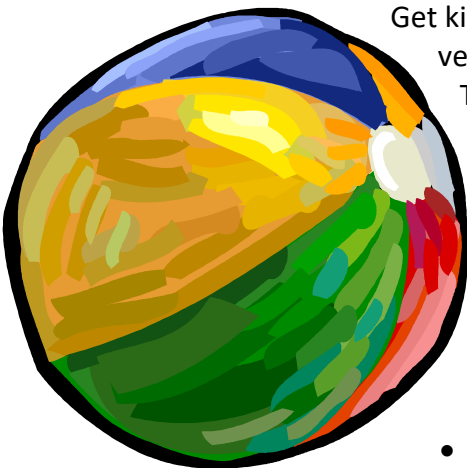


This is a partner game that can be modified for many age and skill levels. The Teacher will need a deck of cards per pair (minus the picture cards). Each student flips a card over and the first one to add the exposed numbers together wins those cards.

Note: The Teacher can modify this game and have the

children subtract.

Beach Ball Math



Get kids moving — and practicing basic math processes — with this versatile ball-toss game.

The skills it builds: addition

Note: This could also be used to practice letter recognition and/or word families. Have two balls one with consonants, blends, and diagraphs and the other with word families. The first student says the consonant/blend/diagraph and the second student says the word family ending. All players combine them to make a word!

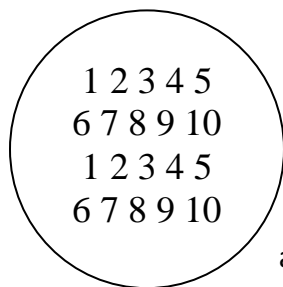
What You Need

- Beach ball or soccer ball
- Marker
- Small adhesive labels

Instructions

First, decide on a function to practice — addition or multiplication — and a set of numerals to work with — numbers 1 through 9 for young kids, larger numerals for older children. Write the numbers on small adhesive labels and stick them onto a beach ball, one per section, as shown. Two or more players stand facing each other. The first player catches the ball and calls out the number where his right thumb lands. He then tosses the ball to another player, who does the same, then tosses it. The next player catches the ball, then must add or multiply the two numbers, calling out the solution. She then tosses the ball to another player, and the game starts over.

Asteroids



Draw two “moons” up on the board like in the example.

Then have students form two teams, each team having a pair of dice. The teams must race to destroy their moon first by rolling the dice and using the total amount to erase a number. Ex: the team rolls a 6. They can erase a 6, or a 5 and a 1, or a 4 and a 2, or a 1, a 3, and a 2. Anything that adds up to the number rolled.

Tip: Have students learn to recognize the number words by writing them on the board instead of the numbers themselves, then they need to roll the number and identify the word before they can erase it.

You can also practice sight words by having word cards and students pull them randomly out of their pile and then erase them. You can have two sets mixed together so that they may pull the same word several times, making it less predictable who will win.

Math Kickball

Bring the flash cards along with a kickball and four bases to an all-purpose room or outdoors.

Split the group of children in half to create two teams. Each team will have a chance kicking while the other is fielding. Place the bases in a baseball formation. Send one team to the outfield while the other kicks. Roll the ball to the kicker. The child runs the bases when he kicks the ball, and stops at the nearest base when the ball is caught by a fielder. Show a flash card to both the kicker and the child that caught the ball. If the kicker says the correct answer first, the game continues. If the fielder says the correct answer first, the kicker is out. A point is scored when a runner is able to run all the bases.

Once a team has three outs, teams switch so the other team has a chance to kick. Continue playing until all children have had a chance to kick. The team with the most points wins.

Variation: Double Trouble Math Kickball

Needed:

2 kickballs
bases/cones

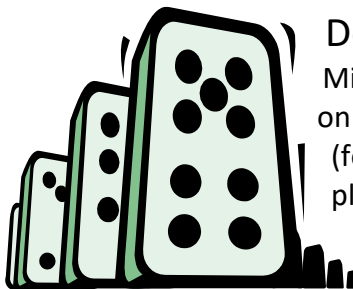
Object:

Pick 2 teams.
Pick 2 pitchers for each team.
The team that is up needs to form 2 lines.
The pitchers are in the field next to each line.
Pitchers roll the balls to the lines.
The balls are kicked.
There can be 2-3 players on a base at the same time; either ball can get them out.
3 outs per inning, hit or tagging is below the waist.

Do You Know Your Number?

Put number words on sticky notes and stick them on your players. Have enough spots in a circle for all players but one, who goes in the middle. The person in the middle comes up and asks someone, "Do you know your neighbor/number?" If they say yes they switch with their neighbors, if they say no they describe someone else (ex. I know people wearing the number one) all those that fit the description trade seats while the person in the middle tries to steal a spot and leave someone else in the middle, who becomes the new caller.

Variations: This game can also be modified to practice comparisons (no, but I know people that are shorter than me!), sight words (I know people wearing words that start with W!) and other skills.



Dominoes

Mix up a set of double-six (or more) dominoes and lay them face down on the table. Each player draws seven tiles (for two players) or five tiles (for 3 or 4 players) and keeps them hidden from other players. The players confer to determine who has the highest double tile and that tile is played to begin the game. Players take turns trying to match a domino with an end of a domino that has been played. If a player cannot match a tile, she draws from the pile until she can play. Doubles are played crosswise. The game ends when a player uses all of his or her dominoes or no more tiles can be played. The player with no tiles left or the fewest tiles left wins.

- Lay a bunch of dominoes face down on the table. A child picks one, you pick one. The person with a higher "dot-count" gets both dominoes.

- Lay a bunch of dominoes face UP on the table. A child picks one and places it on the table to start the "train". The next person picks one so that its end matches one end of a domino already laid.

Domino Concentration: Show children a domino and point out that it is divided in half. Explain that in this activity all the dots (from both halves) should be counted together. Show several dominoes with the same number of dots, and note that, although they look different, they all represent the same number. Place cards with the small numbers written on them (0-12) in a row where everyone can see them, mix up the dominoes and put them facedown in a pile. Call on children, one at a time to choose a domino and put it under the correct number. (Allow enough space for children to place all possible combinations under each number.)

After students are familiar with the dominoes, demonstrate the following concentration game. (For this game, use only one domino for each number.) Partners shuffle one set of small number cards (0-12) and place the cards face down in two rows. They also arrange the dominoes facedown in two rows. The first player turns over one number and one domino. If the number card matches the total number of dots on the domino the player keeps the card-and-domino pair and continues playing. If the card and domino are not a pair the player puts them back in their original places. Players try to remember which cards and dominos they have seen so they can find matching pairs on their turns. Vary it by adding new pairs, you might use dominoes that show different combinations to make the same number.



Number Matching with Dice or Dominoes



Create a chart, or use a box, such as a bead box, and have students match the number in each box or chart with the corresponding number on the die, or domino. You can make your game with all numerals, all number words, or all dots to match with.

Monster Squeeze!

Note: You may want to have children help you prepare monsters.



Place monsters facing each other at either end of a number line (ex. 0-10) . Say, I'm thinking of a mystery number between 0 and 10. Children take turns guessing. If the number they guess is too large, reply, Your number is too big. Move the right hand monster along the number line until it covers that number. If the number they guess is too small, say, That number is too small and move the left hand monster to cover that number. Children continue guessing numbers until the correct number has been guessed, or 'squeezed' between the two monsters. The child who guessed the correct number then thinks of the next number and whispers it to you. That child then responds to each guess with "too big" or "too small" and moves the monsters accordingly (with help, if necessary.) As children become familiar with the game they can respond and move the monsters without help. As children become more adept use a higher range of numbers on the number line and a bigger range of numbers between the monsters.

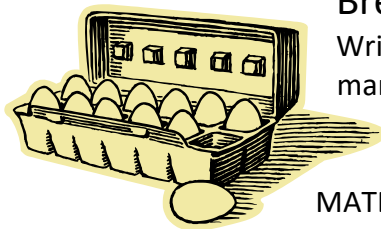
Team Tag

This game can be used to practice matching numbers to sets of objects up to 25, comparing objects (longer/shorter, bigger/smaller), reading number words, simple addition, etc.

The Teacher will divide the students into two groups and have them form two single file lines facing forward. The first student should be about 10 feet from the front of the room. Put two equal stacks of flash cards on a desk in the front of the room.

When play starts, the first person in line races to the desk, takes the first card in his or her pile, holds it up, announces the answer to the class, places the card in a discard pile, and then races to tag the next person in line. If the student does not know the answer or gives the wrong answer, he or she puts the card on the bottom of the pile and selects the next card. On the third card they pull their team can help them with the answer.

The two teams play simultaneously. The first team to correctly give the answer to all the facts in its pile wins.



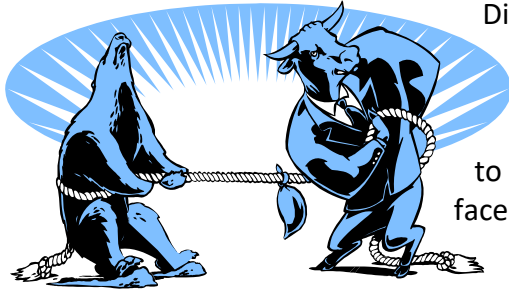
Break My Eggs

Write numbers in the bottom of egg cartons. Put two manipulatives/beads/marbles in the egg carton. Close the lid and have the students shake the carton and add or subtract the numbers. They can play as teams and keep score.

MATERIALS: empty egg cartons and beads

War!

This game can be used to practice comparing different objects according to size (large/small long/short), number word recognition, etc.



Divide the group into even teams. Lay a piece of rope or webbing on the ground. Have one group stand on one side of the line, the other group on the other side of the line. Give each participant a card and ask them not to look at it. Players from each team approach the line and face off against one player from the other team. If there are uneven teams, those without a person to face off against must wait until the next round to play. On the count of three each pair will reveal their card simultaneously to their partner. Whoever has the higher (bigger) card wins their opponent to their side. If players reveal the same card they declare a tie and both members remain on their own side. Then players exchange cards with at least three people on their side so they do not know what card they have. Then play resumes as stated above. Players from each team approach the line and face off against one player from the other team. Play continues as long as participants are still having fun!

PIG!

Tips on Modifications for Different Grade Levels:

With younger students this activity is a great chance to work on strategic thinking skills and mental math skills, identifying numbers, adding, matching sets of numbers, counting objects in a set, working on whether one number is larger or smaller than another number, and practicing basic prediction skills. With K students probability is taught by having students practice figuring out what is "More or less likely." Ex: "Do you think you can roll a 6? Let's look on the chart we made and color coded. 2 3's make 6. What else makes 6? What number are we **most likely** to get? What number are we **less likely** to get?"

Now students can test their own greedy nature by playing PIG!

Playing PIG! Is a really fun way for students to practice doing addition in their heads and to see if they can stop themselves from getting greedy. Mental math skills are something a lot of students need help with and a chance to practice, in a fun and memorable way. The most obvious math while playing the game might be the simple addition, but playing Pig! is also a great way to teach students how to think strategically—to look ahead and

figure out how what just happened, and what might happen next, will affect their chances of

winning. And this effort to predict provides a perfect chance to explore probability, a way to measure how likely something is to happen. Probability doesn't tell us what will happen, it just tells us how likely something is to happen.

In this dice rolling game players win by getting the score closest to 100, without going over 100.



Our Variation for Younger Students: **Greedy Pig**

For younger students who can't add up to 100 yet, do a piggish variation by having a pile of objects (ex. beads or coins) on the table. The number the student rolls is the number of "apples" their greedy pig gets to gobble. The pig that gobbles the most before the pile of food runs out wins!

Flashcard Stepping Stones

Here's a quick and easy game you can use to make any kind of revision more interesting. Have students play it with you, or put them in pairs to practice together.

You'll need :



- A set of flashcards covering any skill you want the child to learn.
- A playing piece. Anything small will do, for example, a coin, or a bottle cap, or anything similar in size.
- A "prize" of some sort for when your student wins. Ex. You can use a small toy, and pretend it's an enemy robot. Then your student gets to "destroy" it at the end - by bumping it off the table!

Lay the flashcards down in a winding trail, with the answers hidden. Put the playing piece at the start of the trail, and the prize at the end. Then you are ready to play!

Basically, your student then moves his or her piece to the first flashcard "stepping stone", and tries to answer the question it shows. If they get it right, they move forward. If wrong, then backwards. How far forward or back? That depends on how familiar your students are with the material.

- If the child is very unsure, let them move forward 3 or 4 stepping stones for each right answer, and only move back 1 for each wrong answer.
- As your child improves, you can change this to 3 steps forward, 2 steps back, or 2 forward and 3 back.
- When you child is close to being an expert, make it tough, say, 1 step forward and 3 steps back.

It's nice to have some kind of "story" going on in the game - for example, maybe it was an enemy robot who became more and



more frightened as your students' playing piece grew nearer. Choose something that will appeal to your students. Are they

- Rescuing a princess in a tower?
- Making their way to a playground?
- Hunting a dinosaur?

Make the goal come alive, by giving it a voice. Be theatrical! Do this in a way that encourages them to press on until the end.

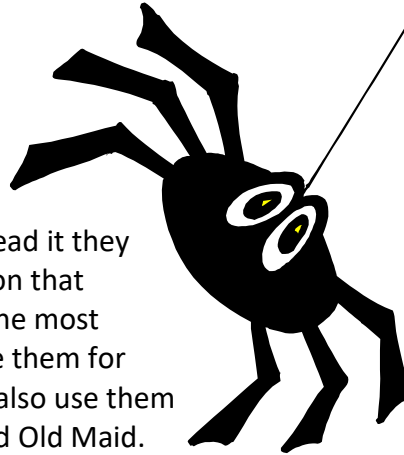
High Frequency and Sight Words



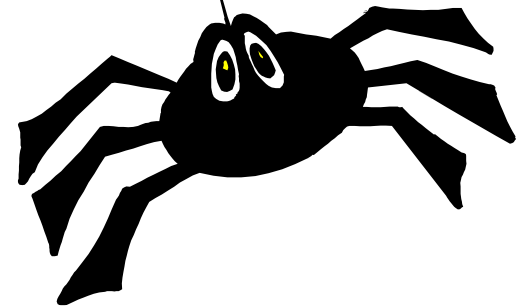
Sight

Spider

Write the words you want practice on popsicle sticks. On draw a spider at the end. The draw one stick at a time and get only one turn. If they can read it they keep it. The winner is the person that draws the spider (or who has the most words they have read) Also use them for individual flash cards. You can also use them to play Concentration, Fish, and Old Maid.



students to
one stick
students



Sorry

This game is similar to the spider game above. The words are written on popsicle sticks. One stick has the word sorry on it. One student takes a stick. The student must say the word, spell it and then hand it to another child. Then the student that drew the stick must write it on a white board. If the word is spelled correctly the student gets to keep the stick. If a student pulls the sorry stick that student must put all their sticks back in the container. It is best to set a timer for 3 to 5 minutes for each game.

Rainbow Puzzles

Puzzles are fun, and guess what? They're also a great way to help your students learn to read! Your students are probably already learning about sight words--short words that appear again and again in our language that students should recognize instantly. With this activity, you can easily turn sight words (and/or first and last names, or number words) into beautiful rainbow puzzles for your emergent reader to reassemble.

What You Need:

Construction paper

Envelopes

Markers in assorted colors

Scissors

What to Do:



Write the sight word, first or last name, or number word, on a piece of paper. A typical kindergarten sight word list may include words such as: I, see, am, the, me, my, like, go, have, do, but, no, said, on, make, you, a, it, is, play, we, can. Make the letters about 2" high and 1" apart.

Outline the letters in one or two different colors so each letter has a rainbow effect. Use bright colors like red and yellow, blue and purple, or green and orange!

Cut out each letter in a fun zigzag or jigsaw format.

Put the finished puzzle into an envelope. Write the word on the outside of the envelope to store the puzzle and so your students can use it as a visual aide as she's solving it.

Hand your students the envelope and dump the letters onto the floor or table. Mix up the pieces, and then challenge her to put the puzzle back together! Recognizing the letters and stringing them together is an important step for your emerging reader, and this colorful puzzle is a fun way to practice!

Word Munchers

Use a small trash type can with a dome lid that has a section that moves. For fun decorate it to look like a robot. The children spin a spinner and they take that many words out of the pile. Then they say each word. If they are right they may feed the word muncher complete with chewing sounds that they do with enthusiasm. The last student gets to make a dramatic burp.

Pigs in the Pen

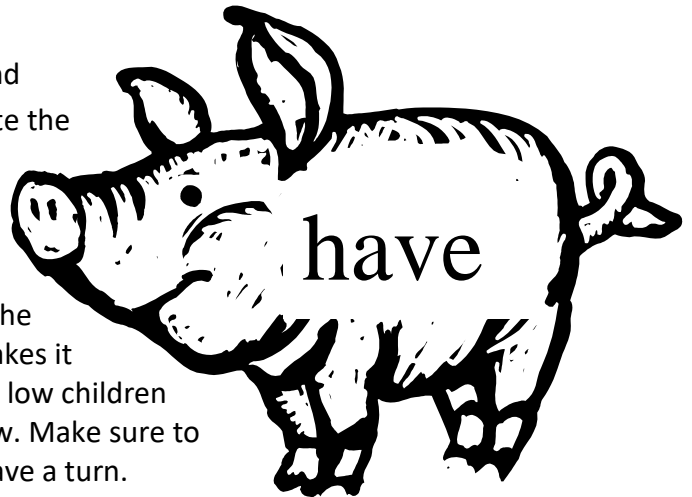
Possible Skills to Practice:

- Phonemic Awareness- Rhyming- Beginning Sounds
- High Frequency Words- a, and, are, but, can, come, do, from, go, has, have, he, here, I
- Numbers- 1-25
- Sorts objects by color, by size, by shape, by kind

Start with the words written all over the board or write the words on different shapes such as pigs. Draw a pigpen on the board and hang the pigs on the board and say something like, "Oh my the pigs have gotten out. We need to catch them. If you can call a pig by name it will come to you and you can put it in the pen. A student comes to the board, calls a pig, then takes it off the board and moves it to the pen. Start with your low children to give them the best chance to find a word they know. Make sure to have enough words for each student in the class to have a turn.

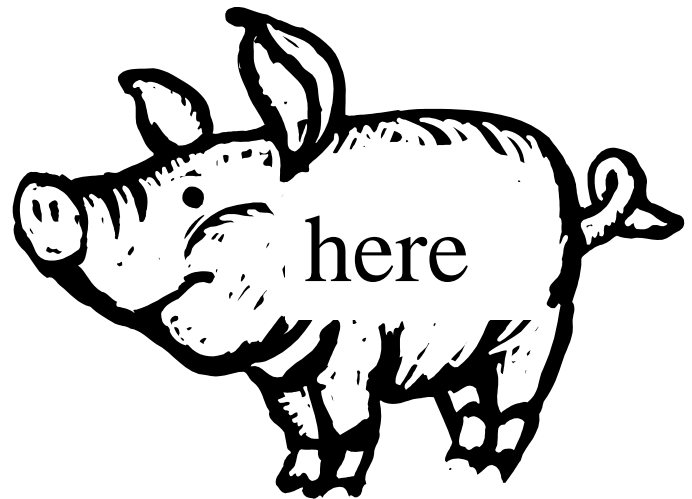
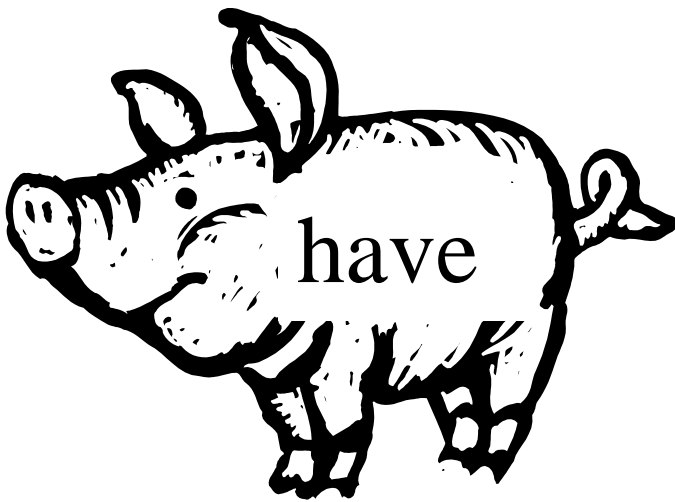
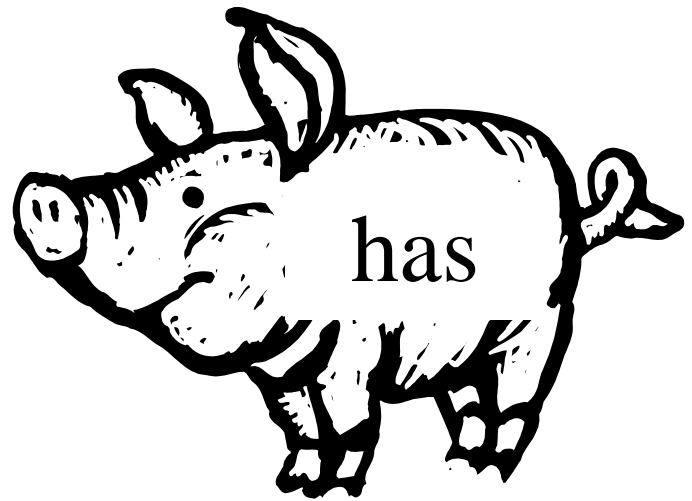
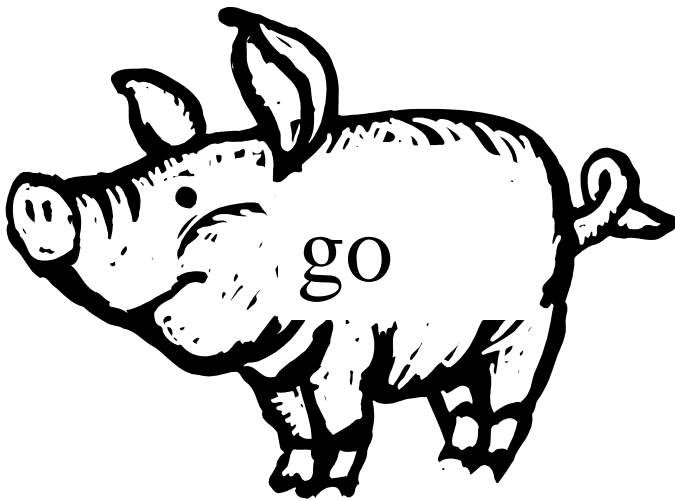
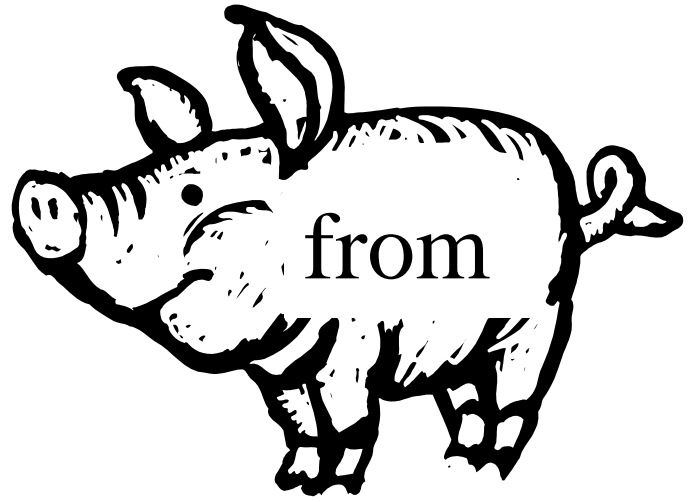
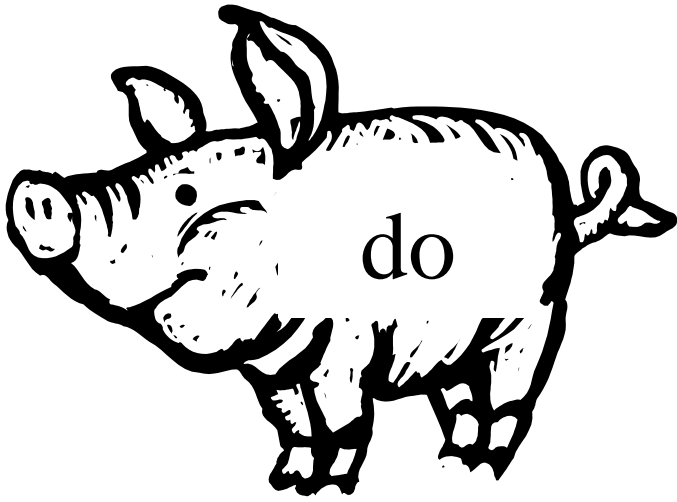
To change the words on the included pig sheets, just click in the space by the word, delete that word, and type a new one.

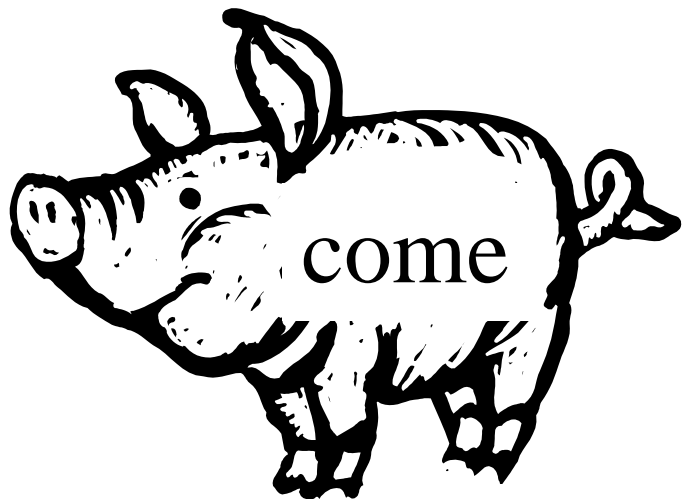
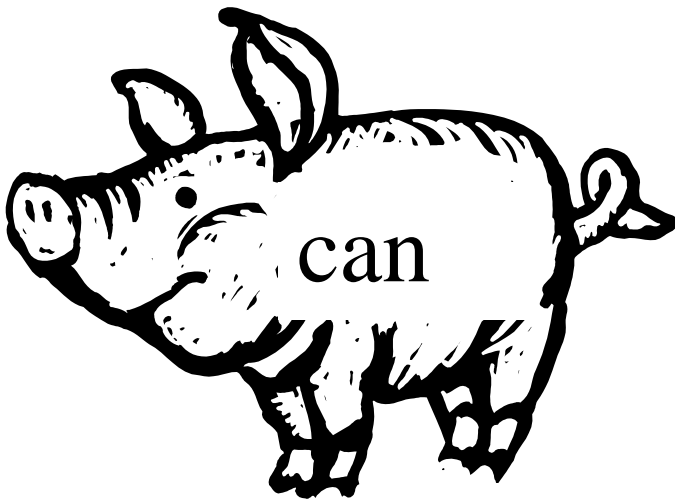
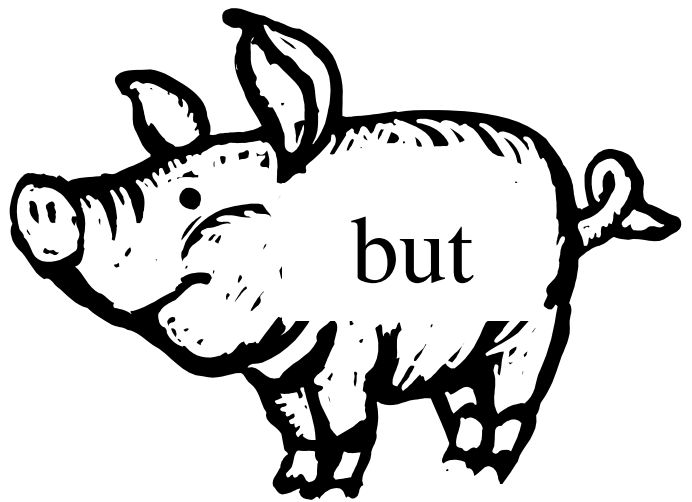
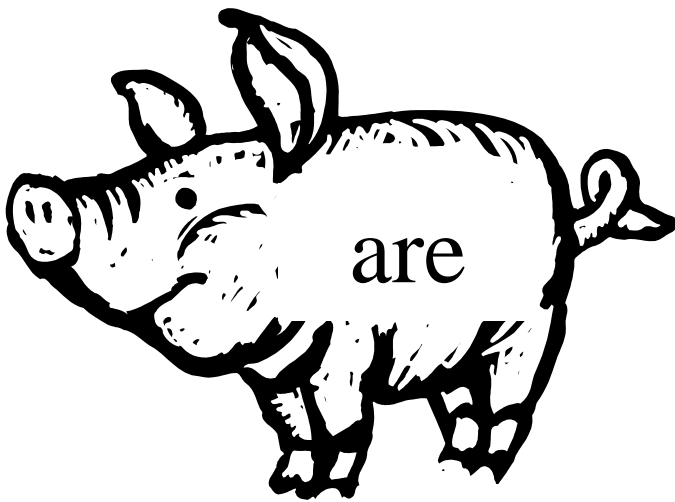
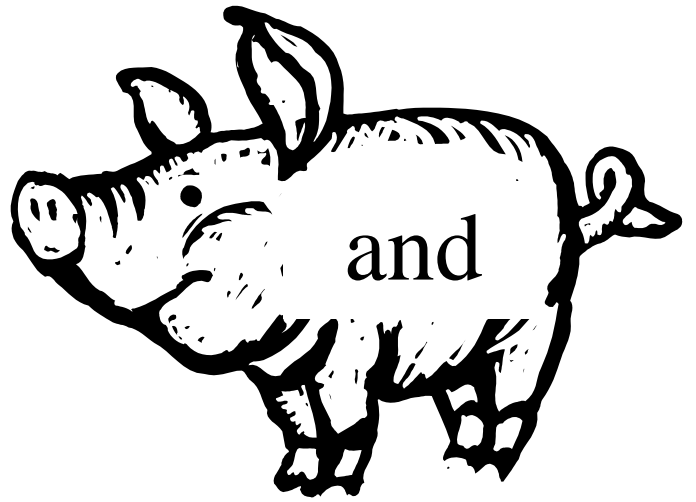
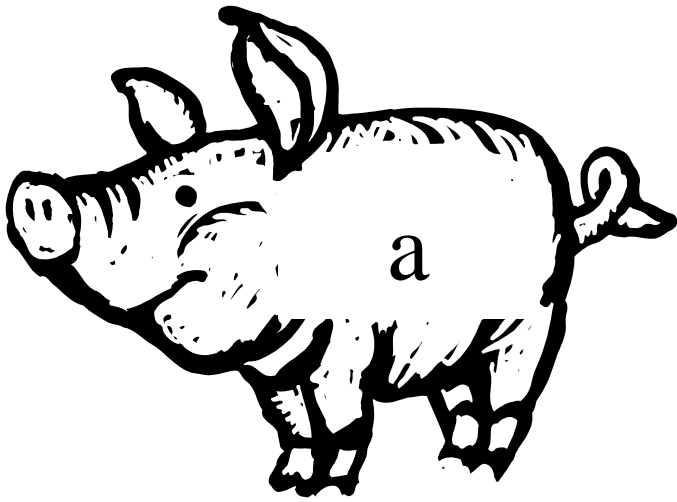
Other options: Have rhyming word pairs (a momma and baby pig) have students find the mothers and babies and put them in the pig pen together. Write words on the board itself and say someone messed up our board last night...we need to clean it off. Call a student up to the board to say a word and then erase it. Or have them pick apples shapes that are hung from a



tree you've drawn on the board, etc.

Use post it notes, write the words on them and hang them around the room. The children love to hunt for them.



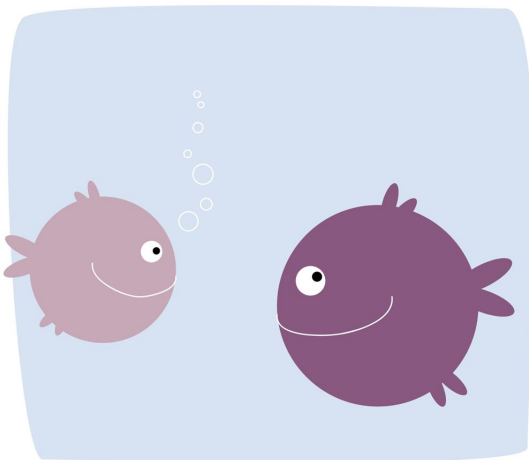


Tic-Tac-Toe

Make a tic tac toe board on the computer then write the words in the spaces... sight words, number words, word families, etc. (a, and, are, but, can, come, do, from, go, has, have, he, here, I) Then laminate or put them in a clear sheet protector. The kids can use whiteboard or overhead markers and then wipe off with a tissue. Before they X or o they have to say the word.

I	are	can
here	and	have
but	do	come

Go Fish



To Make: Select 10 - 20 words that you want the students to practice. Print them clearly and boldly on separate 3x5 inch index cards, making pairs of each word. (Children may help by copying the words you write.) Two to four players can play comfortably.

To Play: Shuffle and deal 3 - 5 cards to each player. Place the rest of the deck face down. Players take turns asking each other for a card to match one held in his or her hand. If the opponent has a matching card, it is given over, and the first player takes another turn. If the opponent does not have a match, he or she says Go Fish and the player draws from the remaining deck of cards, and the next player takes a turn. Each time a player has a match, he or she reads

the words, and puts down the pair, face up. Continue the game until the cards are all used up.

Make and Break

Use plastic letters to make and break high-frequency words. Distribute the appropriate letters to all students in the group. Write the high-frequency word on the board and have students use it as a model to make the word with their plastic letters. Have students read the word. Then, erase the word from the board. Have students scramble their plastic letters and try to build the word again. Speak the word as they do so, separating it into phonemes if necessary. Have students read the word they have made to check that it is correct.

"Jeopardy"

Lay several high-frequency word cards face up on the floor. Have students sit in a circle around the cards. One student mentally chooses a word and gives a clue about it: "This word begins with a *b*." The student



can continue to give clues ("It rhymes with *tall*.") until another student is the first to touch the correct card. He or she gets to give the next set of clues.

Memory

Create two of each high-frequency word card. Lay the cards face down on the floor. Students take turns trying to match identical words. The student with the most pairs wins.

Swat!

Divide students into two teams, each standing on one side of the word wall. Give the first student in each team a flyswatter. Read a word from the word wall. The first team to swat the word gets a point. The swatter then passes the flyswatter to the next team member.

Word for Word Necklace

A great way to have kids practice their high frequency words is to have them see them frequently. Now they can practice anytime easy-to-update charm necklace.

Materials

- Old magazines
- Scissors and a glue stick
- Colored plastic lids from coffee cans or other containers, or plastic folders
- Clear packing tape
- A strong Single-hole punch
- Key rings
- Ball chain and connector

Instructions

1. Cut out a bunch of interesting words from old magazines, or print out the high frequency words in interesting fonts, and have students glue them onto the plastic strips, leaving enough space around each to create a colorful margin.
2. Cut out the plastic-backed words, leaving room at one end to punch a hole later, and seal each of them with clear packing tape.
3. Trim any excess tape from the edges.
4. Punch a hole in the plastic and attach a key ring.
5. String all of the words onto a necklace-length ball chain.

Tips:

Glue another cutout to the back of the plastic and, no matter which way the pendant falls, you won't be at a loss for words.



Frequency Word Sticks



These vibrant sticks are banded with colors, one for each letter in the word you want to practice.

Materials

- Square wooden chopsticks
- Wire snips or sturdy scissors
- Acrylic paint, or markers
- Cotton swabs
- Fine-point permanent marker
- Cord or string

Instructions

1. To make one, cut a 3-inch-long section from a chopstick. Have students use cotton swabs or markers to paint different-color stripes around the stick, one stripe for each letter.
around the stick, one stripe for each letter.
2. Let the paint dry, then write the high frequency word on the stick with a marker. Tie a length of cord tightly around the top of the stick and play games to practice.

Word Play

What popular game was invented in December 1929? The answer: bingo! To celebrate bingo's invention and give your kids a fun way to practice high frequency words, try this innovative spin-off of the classic game.

What You Need

- Paper
- Marker
- Buttons or coins

Instructions

1. First, make a card for each player by drawing 9-square grids on pieces of paper. Complete the grids by writing 1 high frequency word in each square, making sure that some words appear on more than one card.
2. On a separate sheet of paper, write a definition for each word, or have a calling card that shows the word. For example, we used "the color of grass" for green and "the opposite of slow" for fast. Gather buttons or coins for bingo markers.



3. To play, choose 1 person to be the caller, whose job is to randomly select definitions to read aloud, or word cards to pull out of the stack. The other players search their cards for the appropriate word and place a marker over it if they find it. The first player to land 3 in a row gets to be the next caller.



Writer's Block

Ideas and directions inspired by the creative people at Familyfun.com and Filth Wizardry

<http://www.filthwizardry.com/2010/07/diy-spinnyspellers-and-repurposing.html>

Simply take a bunch of white stickers blank adhesive labels (the file-folder size fits nicely)

And write out a wide variety of easy words for your students such as sight words and words that your students can already read or sound out and stick them to large Duplo blocks.

You may want to put the opposites on the other side of the blocks, like big/small, up/down, love/hate, front/back, or put complimentary words like "his" and "her", so that the kids can change sentences they have made easily by switching around a block. For long blocks, use them for funny, unusual, or long words.

For younger students make vowel bricks with a different vowel on each of the four sides, and consonant bricks with four consonants on each side. Also make some bricks that have combinations like "ch", "sh", "th" etc, to help them learn word sounds. Have students use them to spell high frequency words. Make it into a game by seeing which students can find the letters first, or making it a race between the teacher and the students. The project inspires lots of open-ended play, especially if you let the kids suggest their own words. Keep labels and markers on hand for future words.

Options:

Start out making story walls together, and then let students make sentences stacked up vertically.

Have students make words to go with pictures in books and label items in the room.

Have students use coloring pages, or black line drawings they can color, and use their letter blocks to make the words that go with each picture.

Variations: Make specific grade level appropriate sets or character story telling sets.

Colored Sand Collage

This kid-friendly introduction to sand painting transforms a favorite backyard building material into a magical art supply and a great tactile learning experience. We like using salt shakers for the sand because they're easy for little hands to hold, and with just a bit of tape stuck to the lid, you can control the speed of the granules coming out of the bottle. *Label the bottles with the names of the colors to help your students practice identifying the color words.*

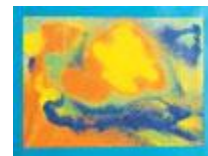
Materials

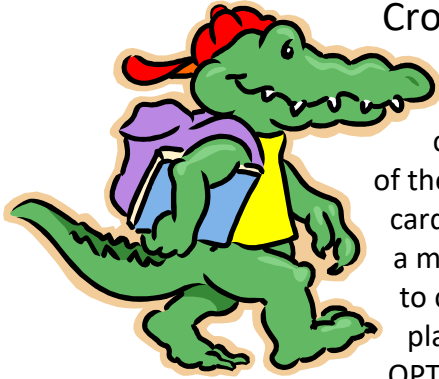
- Scissors
- Colored card stock or construction paper
- White and clear Con-Tact paper
- Colored sand (available at craft stores and Wal-mart)
- Salt shakers (we got ours at a dollar store for \$1 per pair) or other empty containers
- Tape



Instructions

1. Use scissors to create a frame by cutting out the center of the card stock, leaving a 1-inch border.
2. Trim the Con-Tact paper so that it's slightly smaller than the frame, then set the Con-Tact paper face down and peel off the backing. Carefully lay the frame over the sticky surface and press it in place.
3. Pour the sand into the salt shakers, then put on the lids and cover some of the holes with tape. Give your child the bottles and let him pour the sand over the sticky surface -- one color at a time or all at once, as he likes. Dump off the extra sand as he fills the space. When he's done, you can set a piece of clear Con-Tact paper over the front to help preserve the design.





Crocodile Snap*

Print and cut apart two sets of crocodile cards (pages 1 and 2) and one set of fish cards (pages 3 and 4). To play deal 5 crocodile cards to each player. Have players place the cards face up in front of them. Place the fish cards face down in front of you. Turn one fish card over and call out the word. Players look at their cards, if they have a match they say "SNAP" and smack the card with their hand. The first to call "SNAP" gets to discard the card. Continue playing until one player has gotten rid of all of his/her crocodile cards.

OPTIONAL MODIFICATIONS:

If the groups is too rowdy, eliminate having them smack the cards.

If a child is having trouble with the words, show them the card as you call it.

If the "competition factor" is too much for your group, have all players who have a match discard rather than only the first person who called "SNAP".



is



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yellow

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Sight Word UNO

Print one copy of the playing cards. There are 4 sets (Sponge Bob, Scooby, Dora, and Spiderman) with 9 word cards each plus one set of "special" cards (draw 2, wild). To play, deal 5 cards to each player. Put the rest face down in the middle of the table. Turn one card up. The first player must read the card and match either the word or the character. If he puts down matching character (new word), he must also read the new word. Play continues with players matching either the words or characters. If a player does not have a match, he draws a card from the pile. Players can play a Draw 2 or Wild card at any time. Draw 2 means the next person takes 2 cards instead of playing a card (just like in traditional UNO). A Wild card lets the player select the character. Continue playing until some gets rid of all of his cards. This is the winner. Optional: You can have players call UNO when they have one card remaining .

Note: You can easily change the words used in this game by deleting these words and replacing them with your own.



some



come



what



where



who



was



this



said



from



some



come



what



where



who



was



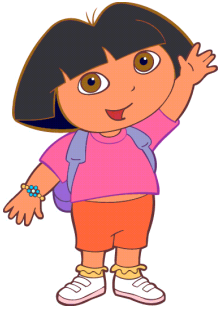
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said



from

+2

Draw 2

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Draw 2

+2

Draw 2

+2

Draw 2



Wild!



Wild!



Wild!



Wild!



Wild!




Shooting Stars

To make this game you will need to purchase star shaped beads (or some other type of small plastic stars in various colors). Place the stars in a container. Print the following shooting stars game boards on cardstock. Option: One side could have a blank game board and the other side could have the color words game board. This game can be played several ways:


Color words: Create color word cards that correspond to the colors of stars. Each child takes a turn choosing a card. He read the color word and checks his game board to see if he needs that color. If he does, he uses the tweezers to place a star bead on that color word on his game board. The first player to fill his game board wins. For a shorter game, play like BINGO...the first to get 3 in a row wins.

Generic game board: Create word cards (or other concept cards). Each child chooses a card and read the word/letter/problem. If he gets it correct, he rolls the dice and chooses that number of star beads to place on his game board. He may choose ANY color of stars. This game has 2 winners: 1.) The first person to fill his card wins and 2.) After all cards are filled, the teacher will choose a winning color by drawing one color word card. The player with the most beads of this color wins.


 Shooting Stars 

red	yellow	blue
pink		brown
orange	grey	black
green	purple	white


 Shooting Stars 

red	yellow	pink
blue	brown	
orange	white	black
green	purple	grey

 Shooting Stars 


red	purple	blue
pink	orange	brown
	grey	black
green	white	yellow


 Shooting Stars 

red	purple	orange
pink	blue	brown
black	yellow	grey
green	white	

 Shooting Stars 


 Shooting Stars 


		

 Shooting Stars 

 Shooting Stars 

Eraser Race

Write a variety of sight words on the white board. Give 2 children each an eraser. Call out a word and the children race to be the first to erase it. The winner chooses the next person to compete (this keeps the one super reader from having too many turns).



Word Hunt

Print words on brightly colored paper. Hide about 10-20 words around the room. Begin with all children on the carpet. Show them what color paper the words are on. Call out a word and have the class search for that word card. The winner is the person who finds it. If having



the entire class moving is too challenging, divide the class into several teams and have a representative from each team search for the word.

Swat Team!

www.familyfun.com

This bug-catching game uses a suction-cup swatter to nab pests.

What You Need

- Flyswatters
- Suction cups (thin, more flexible types work best)
- Tacky glue
- Drawings of bugs or printouts of the templates(
<http://familyfun.go.com/assets/cms/pdf/playtime/FF0810EF-bugs.pdf>)
You can let the kids color them if you wish
- Clear packing tape or contact paper
- Scissors



Instructions

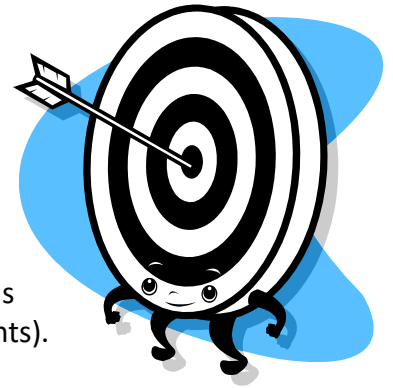
1. Cut a very small hole in the center of a flyswatter, then insert the knob of a suction cup — thin, more flexible types work best — into the hole. Add a dab of tacky glue to hold it.
2. Draw various bugs, each wider than your suction cup, on a sheet of paper. If you like the bugs shown here, use the templates.
3. Create a suction-friendly surface by covering both sides of the paper with clear packing tape or contact paper, after writing

words, or numbers, shapes, etc on the back, then cut out the bugs.

4. To play a slap happy version of Concentration, scatter the bugs on a table, the floor, or any flat surface that allows for some swatting room. Players can take turns trying to pick up a paper bug with the swatter to find matches, or they can each wield a swatter for all-out bugageddon.

Bean Bag Toss

Divide a large piece of paper or a poster board into boxes, or use the included printable targets. Write sight words or other items students need to practice (color words, numbers, shapes, number words, word families, etc) in each box or on each target. Have students sit in a row a short distance from the paper. Students take turns tossing a bean bag (or other small object) onto the paper. If they can read the word or identify the item that they land on, they get a point. If the bean bag goes off the paper, they lose their turn (Use this rule primarily for older students).



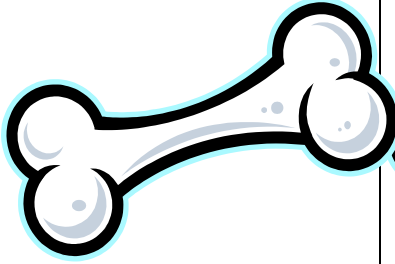


Clifford's Words

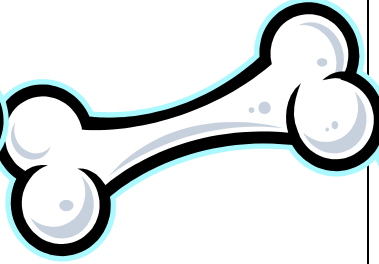
Print one copy of the game boards (that is enough for 6 players) and 3 copies of the word cards (with bones). Cut the word cards apart. To play, children choose a word card and read the word. If they have the matching word on their game board, they place the bone card on top of it. Players continue taking turns. The player to cover all words on his game board first is the winner.



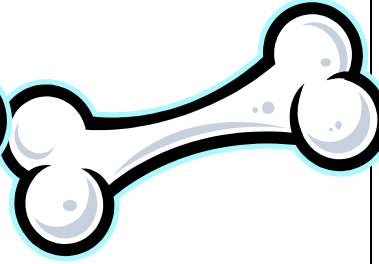
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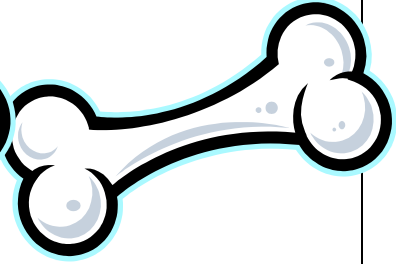
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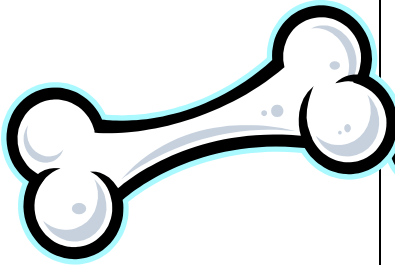
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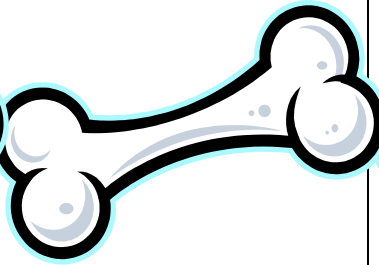
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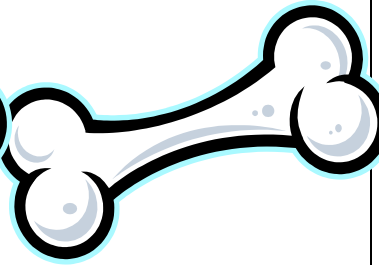
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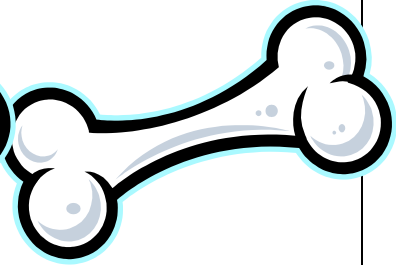
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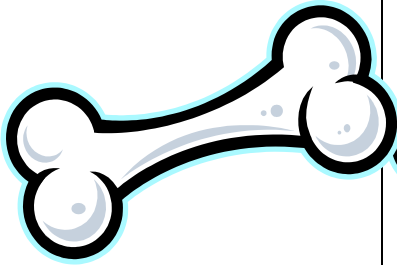
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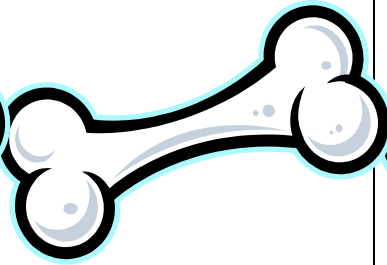
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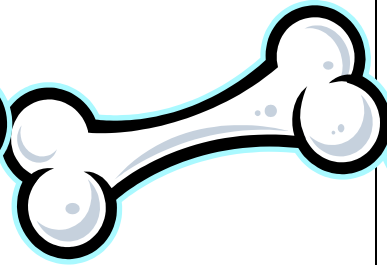
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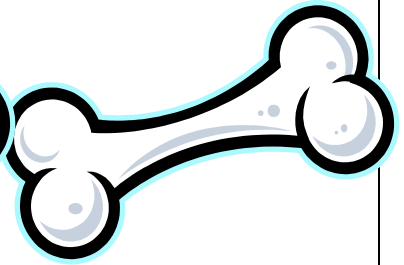
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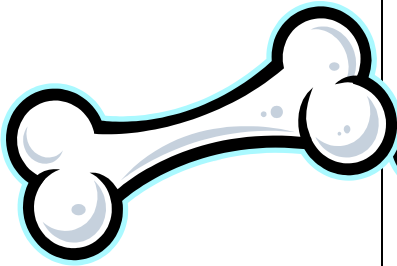
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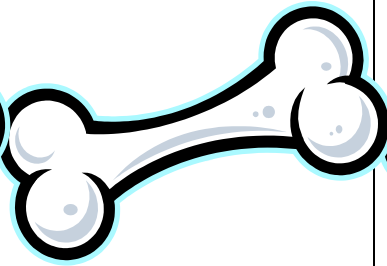
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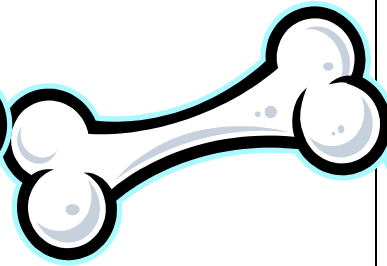
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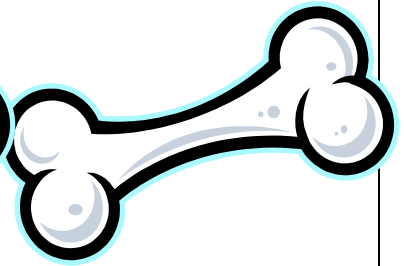
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Clifford's Words



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Clifford's Words



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Clifford's Words



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orange



black

Clifford's Words



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white

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Snowball Fight

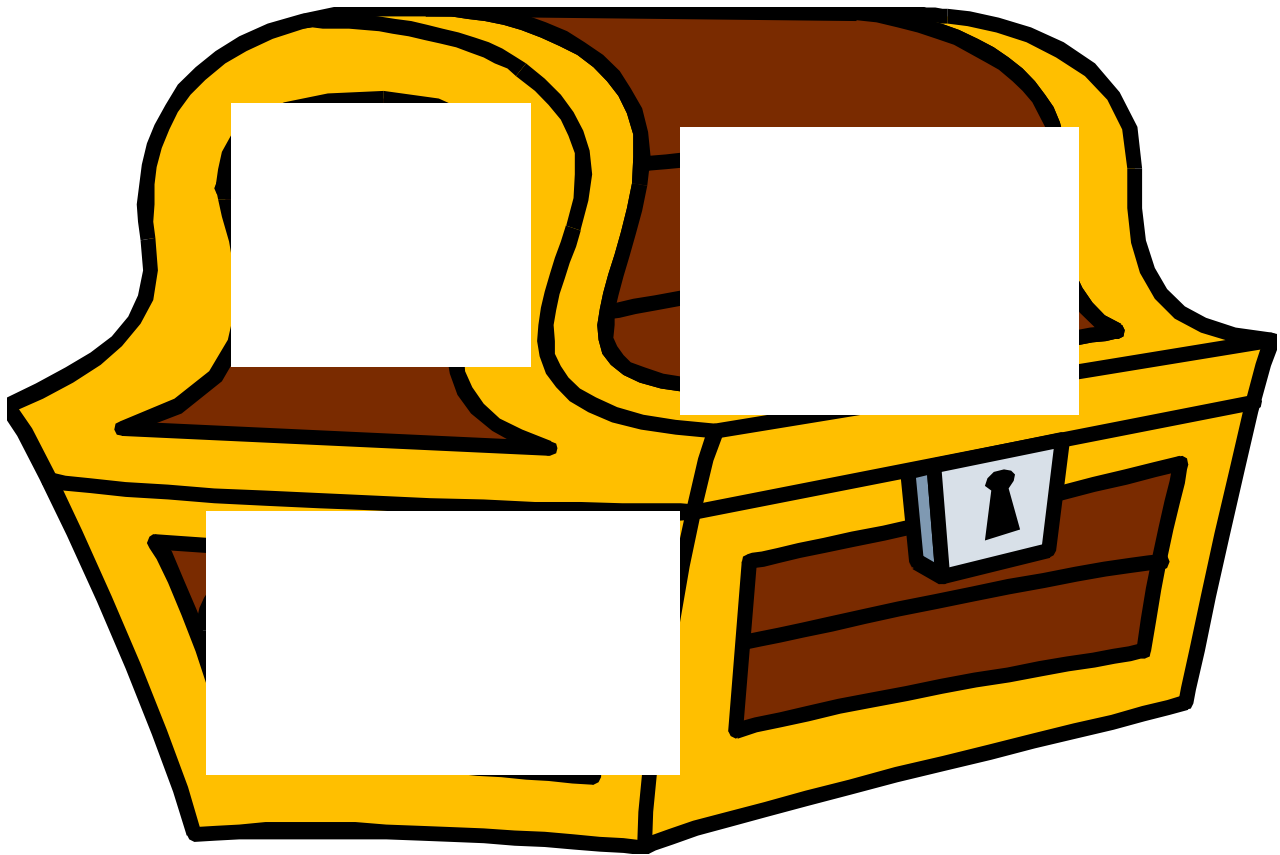
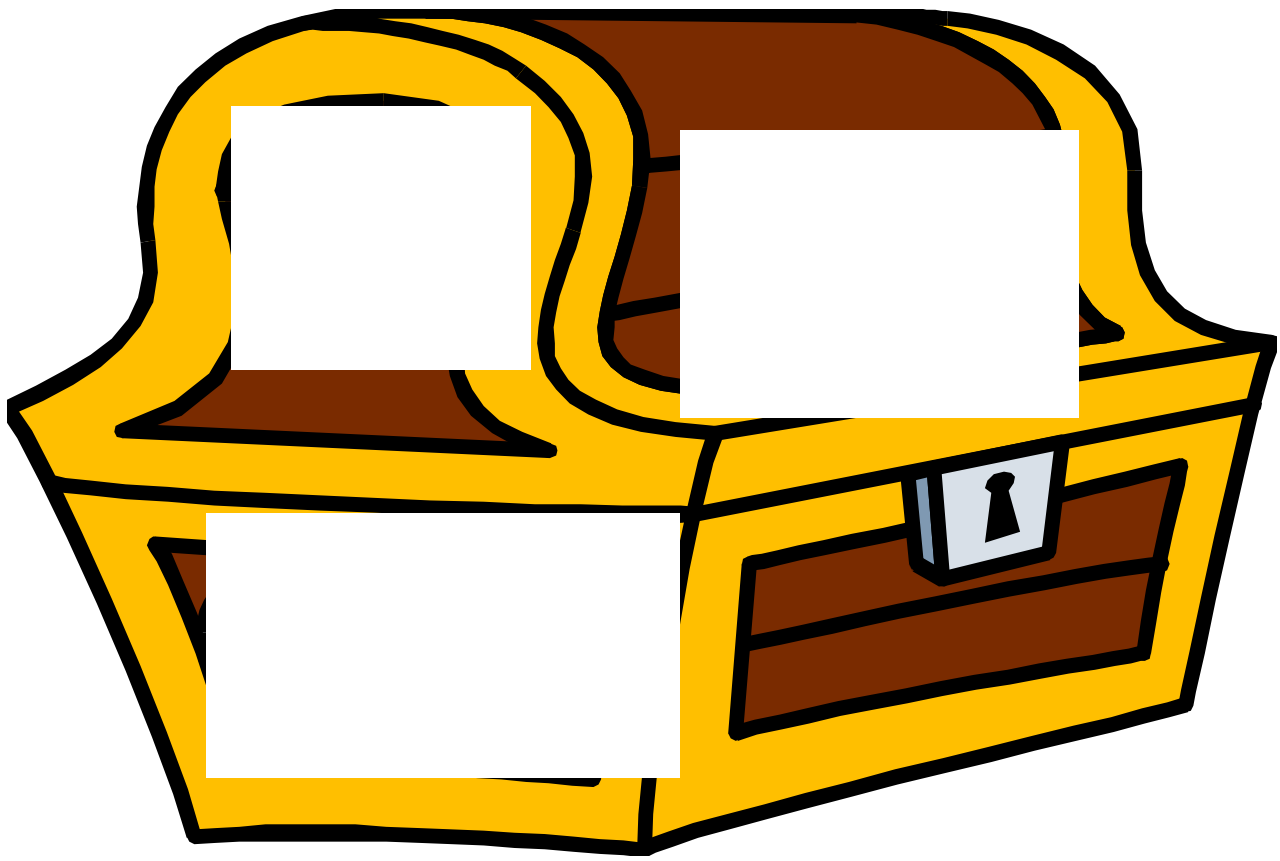
This is a great activity for days when winter weather keeps children indoors during recess. Write sight words on pieces of white paper. Crumple the papers up to look like snowballs. Divide the class into 2 teams and have the teams line up on opposite sides of the room. When you blow a whistle teams throw the snowballs back and forth. Blow the whistle again after about 20 seconds and have everyone pick up one snowball. Children should read the words on their snowballs. Call on 2 or 3 people from each team to read. If they can read their words, their team earns points.

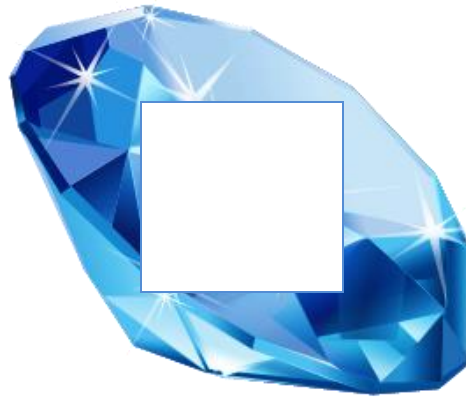


Pirate's Treasure



Print sight words on treasure box cards. Ex: write a 2-letter word, 3-letter word, and 4-letter word on each. Try to make sure that the 3 words on each card do not have the same letters. Print the letters to spell each word on gold coins. Ex: You can purchase “gems” from the Dollar Store but you could also use yellow circles, included. Put all of the letter coins in a “treasure box” (container). To play, each student chooses a treasure box card with sight words. Then they take turns scooping coins out of the treasure box (container) with a small shovel (you may want to tie it to the container). If they need the coins to spell a word, they may keep them. If not they need to put them back. The first person to complete a word wins. (Or you could also play that the first person to complete all three words wins).





Might I Bite?

This variation on 20 questions has players trying to guess their identities.



Players: 3 or more

What You Need

- Paper, 1 piece per player
- Pen
- Tape/Post-Its

Instructions

1. To get started: Write a name on each piece of paper. Place the papers in a bowl, then have each person pick one and tape it to another player's forehead without showing that player what it says (you might want to cover your mirrors to prevent peeking!).

2. To play: Each person asks the others yes-or-no

questions ("Am I a girl?" "Do I wear glasses?") in an effort to figure out his name. Keep playing until everyone guesses his new identity.

Options: Try other themes, like the group member's names, high frequency words and simple words (cat, dog, etc) or numbers, make certain to choose words that everyone will recognize what they are.

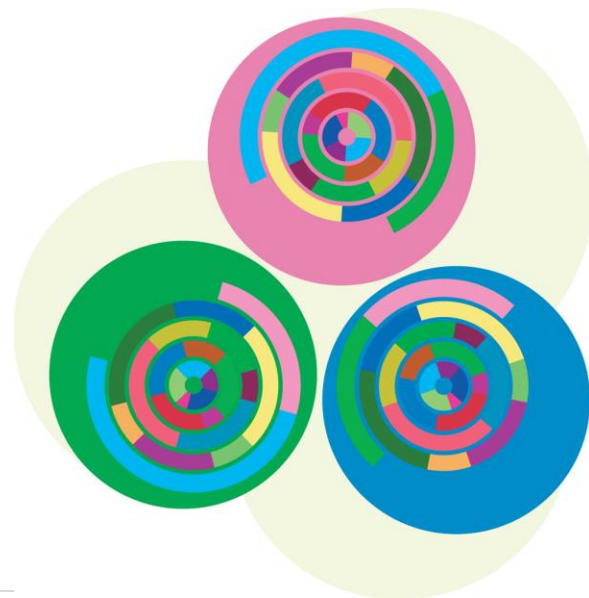
Color Sorting

Materials

- Several small plastic bowls labeled with different color words (option, have a set for each student)
- Small colored objects, or colored table blocks that match the written colors

Directions

Learning to sort colors takes time, but this is a good way to begin practicing decision making. Put the plastic bowls on the table and assist with sorting a few of the colored objects by size or color into the bowls.



Extensions

- Talk about the colors as you sort, using their names.
- Work together to sort all of one color for you, and all of another color for your child.
- Turn the bowls upside down and ask your students which color is under each.

Color Guard

A mash-up of tag, basketball, and color identification, this game requires some lightning-quick moves.



What You Need

- Plastic eggs or balls of different colors
- Pail or tub
- Color words on posterboard strips or cardstock

Instructions

1. First, place plastic eggs or balls of different colors -- at least one egg per player -- into a pail or tub. Choose one person to be the color guard. The guard stands next to the tub with her eyes closed while the other players each take an egg from the tub and move a few steps away.
2. The guard then opens her eyes and shouts out a color or holds up a sign to be read. Any player holding that color egg must now try to get the egg back into the tub without being tagged by the guard. Players can throw their eggs, but any that land outside the tub must be picked up by the thrower. Anyone who gets tagged, or whose egg is caught by the guard, is out of the game. The last remaining player gets to be the color guard in the next round.

Animals Card Game

This card game is a loud version of war--simple enough for little kids, yet rowdy enough to entertain the oldest. Use your sight words, ex. from the UNO games, or from Pigs In a Pen, to play this game for a great chance to practice words in a fun way.

What You Need:



- Deck Of Cards

How To Play:

Each player chooses an animal name to play under. The longer the name, the better (think hippopotamus, rhinoceros, nightcrawler, binturong, and so on). The sight words cards are all dealt and placed facedown in piles in front of each player.

Players go around the table turning over their top card and placing it face-up in their own discard pile. When a player turns up a card that matches one on another pile, the two pile owners race to say each other's animal name three times. The first to do so gets the other's discard pile. Play continues until someone has won all the cards.

VARIATIONS:

Players make the animal's sound instead of calling its name.

Sight Word Uno--Cars Version

http://www.kellyskindergarten.com/Games/GamestoMake/games_to_make.htm

Print one copy of the playing cards (You may want to print 2 sets of special cards). There are 4 sets (various Cars characters) with 9 word cards each plus one set of "special" cards (draw 2, wild, reverse, skip, draw 4/wild). To play, deal 5 cards to each player. Put the rest face down in the middle of the table. Turn one card up. The first player must read the card and match either the word or the character.

If he puts down matching character (new word), he also read the new word. continues with players matching either the words characters. If a player does have a match, he draws a from the pile. Players can Draw 4 or Wild card at any Draw 4 means the next person takes 2 cards instead of playing a card like in traditional UNO). A card lets the player select



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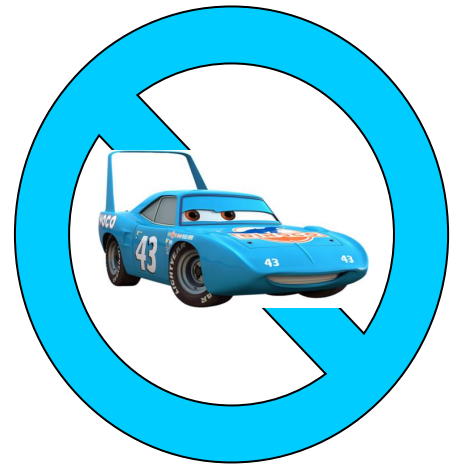
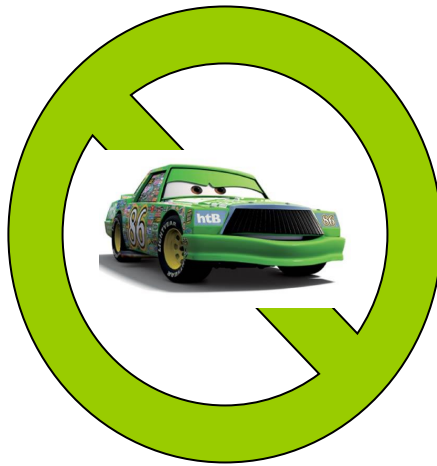
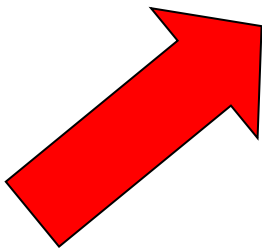
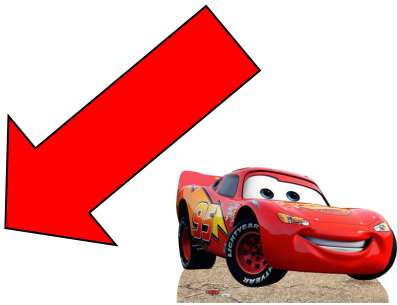
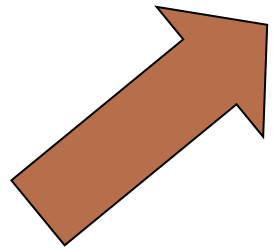
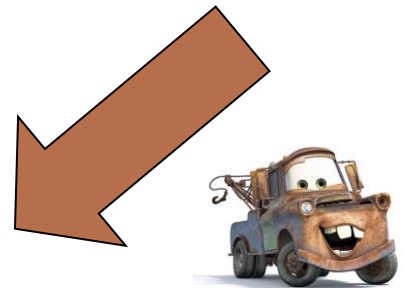
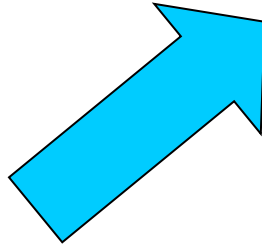
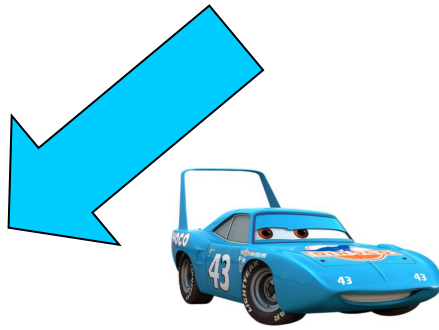
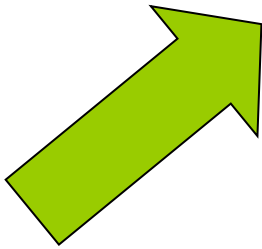
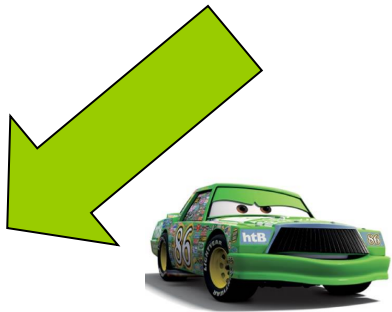
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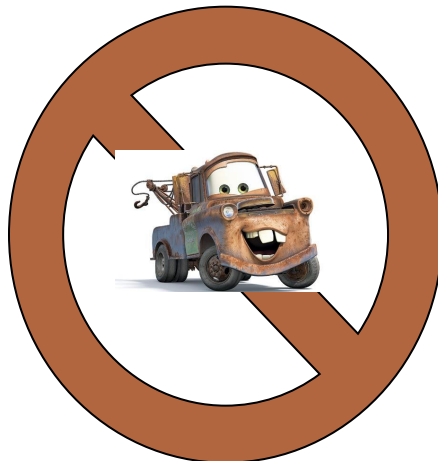
(just Wild the

character. Players must match the skip, reverse, or Draw 2 cards to the current character. Continue playing until some gets rid of all of his cards. This is the winner. Optional: You can have players call UNO when they have one card remaining .

*You can easily change the words used in this game by deleting these words and replacing them with your own.



+4



Draw 4



+2

+2

+2

Draw 2

Draw 2

Draw 2



+2



Draw 2

Wild!

Wild!



Wild!

Draw 4

Draw 4



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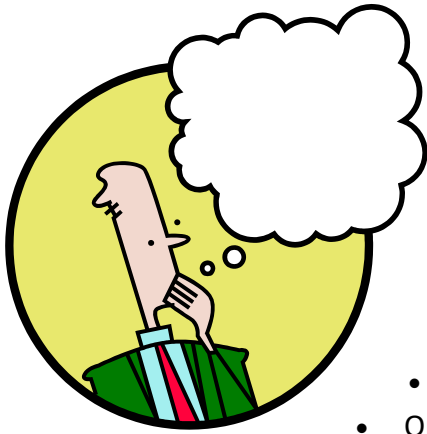
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Word Tracing Game

This activity is fun for pre-readers, beginning readers, and independent readers. Adapt it to your student's ability.

Materials

- Pictures
- Photos from old magazines or catalogs
- Glue
- Homemade, clip-art, or store-bought picture cards showing things that represent simple words like hat, pig, and doll
- Pencil
- One sheet of paper per player
- One marker per player

Directions

1. Divide the cards into as many equal sets as there are players. For each set, print the corresponding words faintly in pencil on a sheet of paper, or print them out in **grey**.
2. Give one list to each player.
3. Shuffle all the cards together and put them facedown in a pile.
4. The first player draws a card, identifies the picture, then looks for the word on his list.
5. If he finds it, he traces it with a marker. If he doesn't, he discards the card.
6. The next player does the same, and the players take turns until there are no more cards in the pile.
7. The player who has traced the most words at this point is the winner.
8. A child playing alone can make a game of simply identifying the pictures, finding the words, and tracing the words.

Variation

1. If all the players are independent readers, turn this into a spelling game.
2. For this variation, you needn't make lists.
3. When a player draws a card, he simply writes the word on a sheet of paper.
4. When there are no cards left in the pile, the player who has spelled the most words correctly is the winner.

Quick Mimes

Materials:

- Simple sight words on index cards
- Optional: have pictures on the cards

Directions:

Can your students convey a wealth of meaning through physical gestures alone? Have him or her pantomime some of the following (without props) after reading the simple word on the card:

Ex:

- dog
- teeth
- flowers
- table
- ocean
- Mouse
- cat



Find the Color

Directions

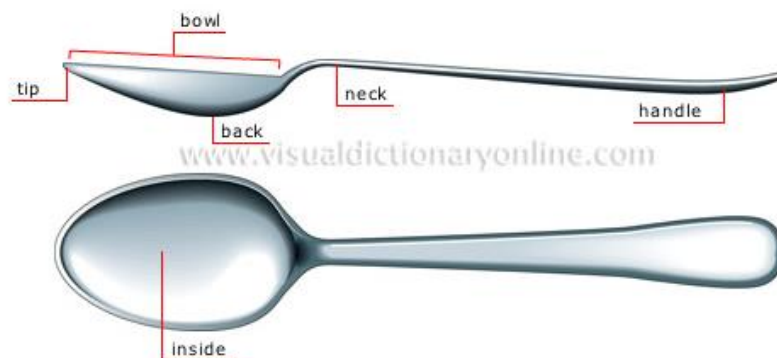
1. Tell your students, "I see the color", and hold up the word card. As they read it, say "Can you find it?"



As you count down from ten to zero, your students must then run to touch something that includes the color you have named before you finish counting.

Snag a Spoon!

In this version of the classic card game, students get a chance to practice word



of

recognition and other skills in a fun way.

Note: This game can also be modified to practice other skills. Ex. Number words, shapes, sight words, number identification, etc.

Materials:

- Playing cards or cards with high frequency words (or other words/letters/numbers you want to practice)
- Marker
- Spoons

What You Do:

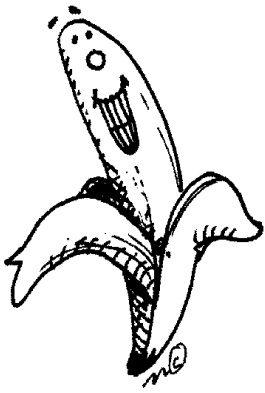
1. Once the playing cards are complete, shuffle and gather your players. In the middle of the table, place one less spoon than the number of players. For example, if there are 5 players, use 4 spoons. Deal 4 cards to each player and explain the rules.
2. The object is to get “4 equivalents of a kind”, for example the same letter A, A, A, A, or the same sight word, shape, or number. The dealer will begin by taking the top card from the deck. She will look at it and decide if she wants to keep it or pass it. If she keeps it, she must discard one of her cards and pass it face-down to the next player. If she doesn't want it, she simply passes the card face-down to the next player.
3. Play continues in a circle until one player gets “4 equivalents of a kind”. That player grabs a spoon – trying to do so secretly. As soon as another player notices someone has grabbed a spoon, he should grab one, too! Suddenly, everyone will be grabbing for a spoon! The player who does not get a spoon is out. Remove one and continue playing until there are no spoons left – whoever gets the last one is the champion!

Note: Play moves quickly so be sure all players have 4 cards at all times.

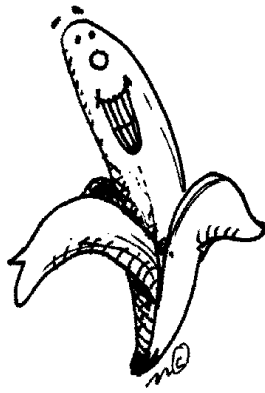
Rotten Bananas

Cut bananas out of yellow paper. Print a sight word, color word, shape, or number on each. Color some bananas brown on one side instead of writing a word. Put all bananas in a can. Pass the can. Students take turns reading drawing a card and reading the word. If they get it right they may keep it. The can moves to the next person even if they get it right. Game continues until someone gets a rotten banana. Then everyone counts his or her cards. The person with the most is the winner.

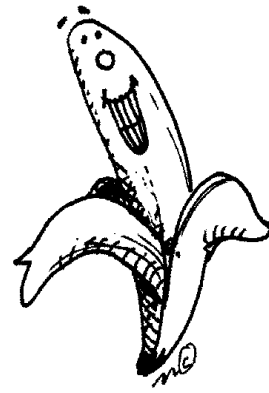




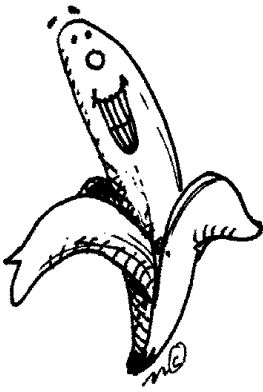
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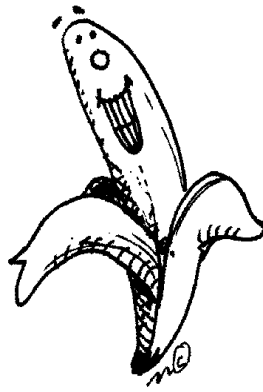
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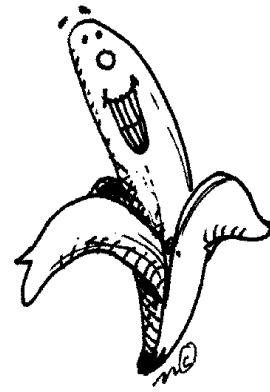
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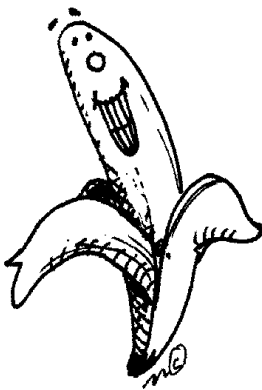
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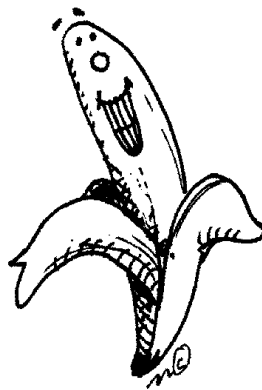
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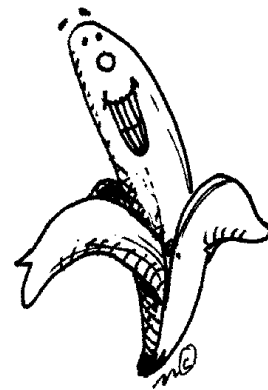
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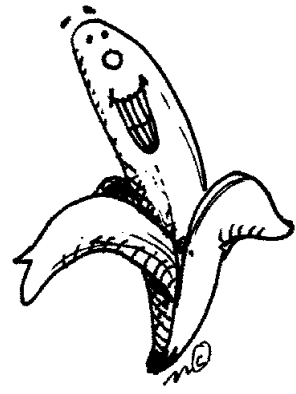
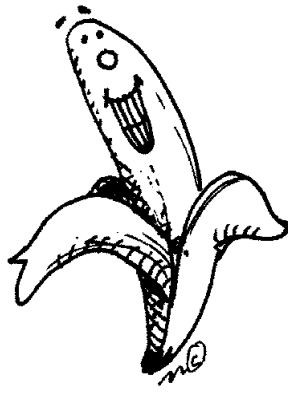
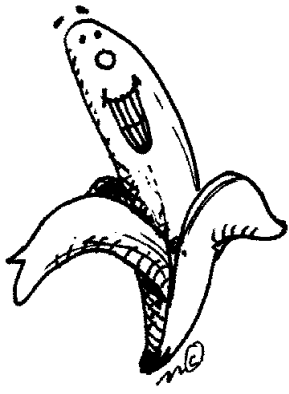
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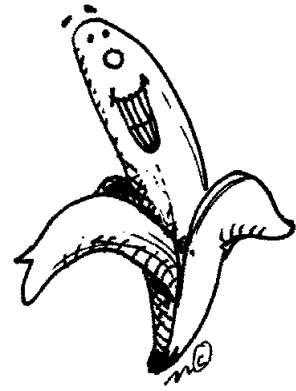
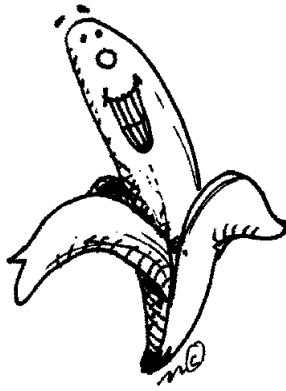
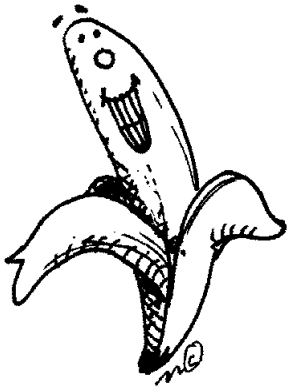
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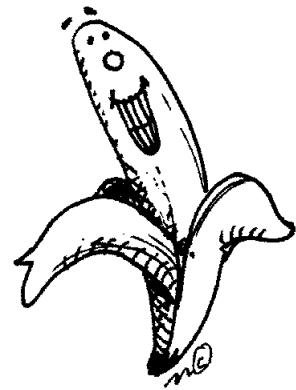
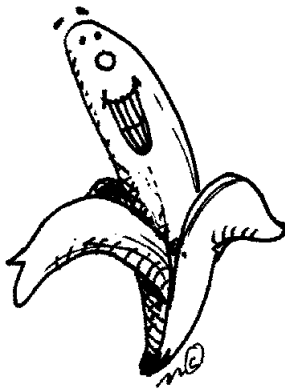
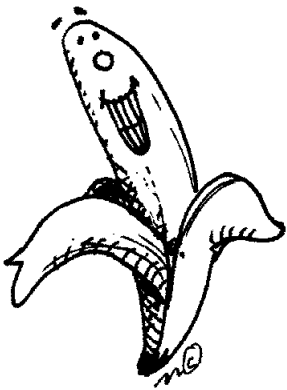
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Musical Motion!

To play the game, simply make a circle on the floor with alphabet letter cards/number words/sight words/or word family words. You can use a set of flash cards, but you can also make your own flash cards or use foam letters or whatever you have on hand! Turn on some fun music, and walk around the circle until the music stops! When the music stops, each player must name the letter that they are the closest to.



You can leave all the letters/number words/sight words/word family words in the game and end up landing on them more than once, but you can also remove letters as they are identified to make sure that each card is covered.



There are many variations on how to play, depending on what skill your child needs to focus on. You can play with all capitals or lowercase, or a mix. You can have the players name the letter, or name the letter and the sound it makes. You can even say a word and have your child run to the letter that the word starts with or for older children ask them to create a sentence with as many words starting with that letter as they can muster up.

Speed Sort

Play speed sort with words or numbers. Make two or more sets of cards that have sight words, words from several different families, or number word cards. Challenge students, individually or in teams, to sort the words as quickly as possible.

Silence

In Silence, silence is the name of the game. Students must arrange themselves in order without uttering a peep! For example, challenge students to silently sequence themselves according to height. The game can be adapted with very little preparation to fit almost any topic. For example, if the class is studying number words, count out enough sticky notes for each student. On each note, write a number word. Each student wears a "number" tag on his or her shirt. The students must silently sequence themselves in numerical order. Or, have individual letter tags and hold up a sight words, the students must, without giggling, arrange themselves in the correct order. If they giggle, or talk, the Teacher gets a point. If they do it silently, they get the point.



Bueno Brothers' Bean Dip

Students play a game in which they see how many words they can form from a scoop of lima bean letters.

Materials Needed

- lidded container, such as a coffee can, and a scoop – option, have one of each for each student
- fine-line permanent markers
- up to 50 large dried lima beans for each student
- timer (optional)



Lesson Plan

1. Provide each student with an appropriate number of large lima beans, a lidded container, a scoop, and a fine-line permanent marker.
2. Print a letter of the alphabet on each lima bean. Older students should make four or five beans for every vowel, at least two beans for every consonant, and extra beans for letters such as S, T, L, M, and N. Younger students can make fewer lima bean letters, using only the letters necessary to create sight words, word families, number words, etc. Have students place the beans in the can with a scoop.
3. Write words you wish to practice on a white board.
4. Invite students to shake the cans, use the scoops to remove some beans, and then see how many words they can form using the letters on the beans. Option: Have students write down each word.

Extensions: The activity can be timed to see which student can form the most words in the allotted time or restricted to the formation of words from an assigned list.

Sparkle



This game serves as good practice for sight words, number words, counting by 2s to 20, counting to 100, etc. Arrange students in a line. If using words, write the words you are going to practice on a white board to help struggling spellers. The game leader calls out the first word. The first person in line calls out the first letter in that word. The second person calls out the second letter. The third person calls out the third letter and so on. The person who says the last letter in the word must turn to the next person in the sequence and say sparkle. The person who is "sparkled" must return to his or her seat. If a word is

misspelled, the person to say the first wrong letter must sit down and the spelling of that word continues. After a student is sparkled, the leader calls out a new word. The game continues until only one student remains standing.

If using numbers, the concept remains the same. The game leader calls out the first number. The first person in line calls out the next number (ex. 2, 4, 6) and so on. The person who says the last number must turn to the next person in the sequence and say sparkle. The person who is "sparkled" must return to his or her seat. If a number is missed or the wrong number said, the person to say the first wrong number must sit down and the counting continues. After a student is sparkled, the leader calls out a new number. The game continues until only one student remains standing.

Blurt!

Split the group into two or three teams. They need not be evenly divided. If you wish, have each team make up their team name, but have it start with a B. Blurt Beasts, Blurt Beauties, Blurt Brave, Blurt Bengals, Blurt Butterflies, etc. Place two chairs (or three if you have three teams) at the front of the classroom. Call up individual team members to sit in each chair or "hot seat." Note: For smaller groups you may wish to simply decide the order of players and rotate through.

Object: Be the first team to spell the word B-L-U-R-T-! (with the exclamation point at the end) first. Being the first player in the hot seat to name three Blurt words from the definitions provided gains your team a letter (or the final exclamation point for the win!).

Play: The teacher (game host) writes the words you want to practice on the board, then reads aloud or creates a simple definition (from sight words or vocabulary students need to practice) so that each of the team's current player can hear. The first to blurt out the word defined correctly, gains a point. If neither of the players can correctly identify the word, then any player in the room may answer, once they are called on by the teacher. Players not in the hot seats raise their hands when they think they know the word. If they are correct, they earn a letter for their team BUT, if they are incorrect, their team has a letter deducted. Teachers decide whose hand was raised first to determine which classmate may attempt to answer.

Penalty: Only players in the hot seats may blurt out the answer. If a player not in the hot seat blurts out a word, a letter is deducted for his or her team.

Alternate Version: Individual Play!

All players blurt word guesses. The first player to blurt the correct words moves ahead in points and/or gains their letter to spell BLURT!

Rotten Apples

Kids can learn their sight words with this fun card game, or numbers, or number words, etc. Great for small group, center activities and easy for parents to use at home. Type what words

you want students to practice in the spaces, place cut-out cards in a basket and have students take turns practice reading their sight words. If students pull out an "apple" and read the word correctly, they get to keep the word. When students pull out the "basket" they get another turn and when a "worm" is pulled out, they must put all of their cards back. The student with the most cards at the end is the winner





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card!

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Take another
card!

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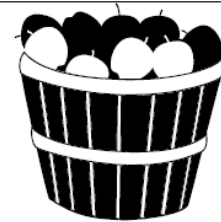
Take another
card!

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card!

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Take another
card!

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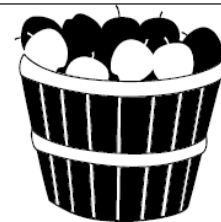
Take another
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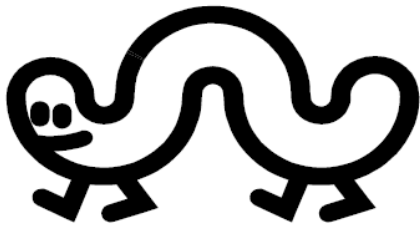
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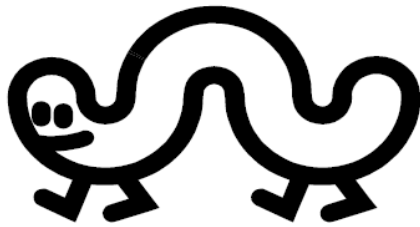
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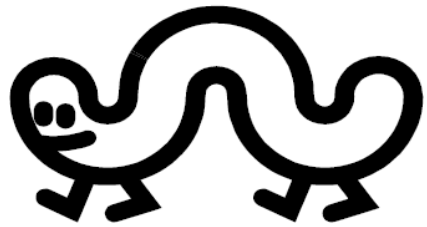
Put all of your
cards back!

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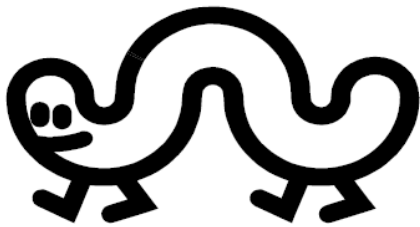
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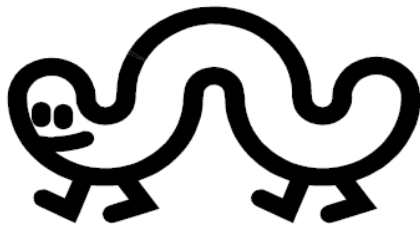
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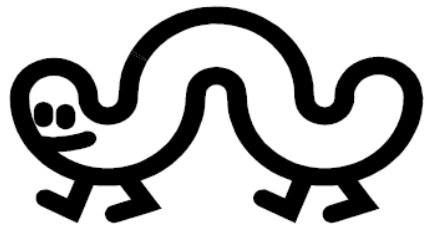
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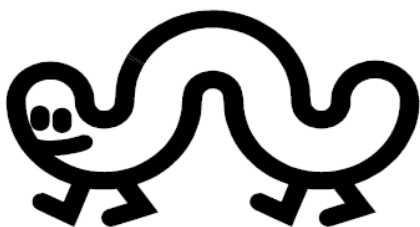
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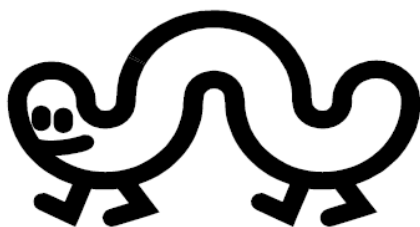
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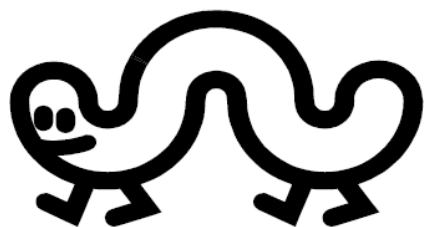
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Rhyming

Guessing

Start the lesson with a guessing game to introduce the concept of words. Tell the children to close their eyes and try to think of the that you're describing. Give them several hints, ending with word that the animal's name rhymes with.

For example, you might say, "I'm thinking of an animal with whiskers and a long tail. This animal likes to catch mice. Its name rhymes with the word 'pat.' Raise your hand if you know what the animal is."

Another example would be, "I'm thinking of an animal who sleeps through the long winter. This animal is very large, and sometimes it likes to eat honey. Its name rhymes with the word 'hair.' Raise your hand if you know what the animal is."

Encourage students to raise their hands and not call out, so that everyone can have time to think. After they guess an animal correctly, stress the rhyming word: "That's right. 'Cat' rhymes with 'pat.' Cat...pat."

Extension: Have the children finish sentences with rhyming words. For example, say, "The mouse lives in the..." The children must finish with the correct rhyming word, which is "house" in this example.



Rhyming and Reading



Read students a book that uses rhyming words, such as Chica Chica Boom Boom by Bill Martin Jr. and John Archambault or Each Peach Pear Plum by Allen and Janet Ahlberg. The first time you read the book, stress the rhyming words, but do not comment on them. After reading the book, mention to the children that the book contains many pairs of rhymes. Tell them that you will be reading through the book again, and this time the children should raise their hands when they hear a pair of rhyming words. As students raise their hands, ask them to identify the rhyme that they heard.

Rhyme Bingo

Cut out pictures from the "word families" section of a phonics workbook to create a bingo board. (Make sure the pictures are all easy to identify.) Pass out the pictures to children, keeping one picture from each word family taped to the board. Go around the room, having each child identify the picture on the card and matching it with the rhyming word on the board.

My Dad Came Back

to Practice:

- Phonemic Awareness- Rhyming- Beginning and Ending Sounds



Teach your students this little rhyming song and get them to help you rhyme some more. You can always make up actions with the rhymes kids moving and help your kinesthetic learners.

Possible Skills



to get

My dad came back
from Bermuda.
And he brought me back
a little Buddha.
My mom came back
from New York City
And she brought me
a little kitty.
Seattle... toy rattle
Farm... with a broken arm
town...clown, gown, brown

Variation: Add in increasing numbers as you go, or hold up a number or color flashcard as you say what was brought back.

My dad came back
from Bermuda.
And he brought me back
one little Buddha.
My mom came back
from New York City
And she brought me
a little **blue** kitty.
Seattle... toy rattle
Farm... with a broken arm
town...clown, gown, brown

Thumbs Up!



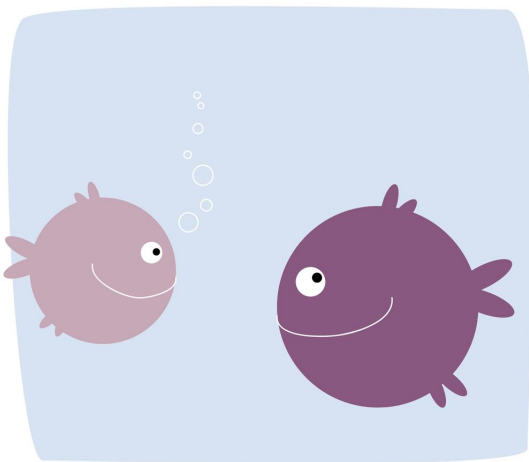
Possible Skills to Practice:

- Phonemic Awareness- Rhyming- Beginning and Ending Sounds

Say three words and if they rhyme students must give a thumbs up, if they don't they must give a thumbs down. This game is a great way to develop your students' listening skills. Here are some examples of words you can use: hat, mat, cat. dad, glad, mommy. Variation: Say two words that rhyme and one that

doesn't in a row, then have students pick out which one doesn't rhyme.

Go Fish



To Make: Select 10 - 20 rhyming words that you want the students to practice. Print them clearly and boldly on separate 3x5 inch index cards, making pairs of each word. (Children may help by copying the words you write.) Two to four players can play comfortably. To Play: Shuffle and deal 3 - 5 cards to each player. Place the rest of the deck face down. Players take turns asking each other for a card to match one held in his or her hand. If the opponent has a matching card, it is given over, and the first player takes another turn. If the opponent does not have a match, he or she says Go Fish and the player draws from the remaining deck of cards, and the next player takes a turn. Each time a player has a match, he or she reads

the words, and puts down the pair, face up. Continue the game until the cards are all used up. Instead of matching words, rhyming words can be used. In this case, players ask for "a word that sounds like 'night'..." At the end, the students can earn extra points by dictating or writing additional words that rhyme with the base words, or creating "silly" sentences using the rhymes.

Help the students think of other words that have this pattern.

You may have to write a few words for him or her: /P>

sack

pack

stack

and then have the students read the whole word and underline the repeated part of the word: "ack."

Using magnetic letters or scrabble pieces form a word with the rhyme pattern. Ask the student to change the first letter of the word (for example: 's' in sack) to make a new word such as:

"pack." You should be sure to provide a limited number of letters (two or three at first) for the students to choose from.



Rhyme Time

Possible Skills to Practice:

- Phonemic Awareness- Rhyming- Beginning Sounds
- High Frequency Words- a, and, are, but, can, come, do, from, go, has, have, he, here, I

Here is a game that exercises your mind. You can make up a word if you're in a bind.

What You Need

- Pens
- Paper
- Hat or bag

Instructions

Write at least 20 words on little slips of paper. Fold the pieces of paper, put them into a hat, and mix them up.

Have all the children sit in a circle. Practice as a group first before you begin to play.

Have one of the children pick a word from the hat. That student says the word out loud and then each student has to come up with a word that rhymes with the word that was originally pulled out of the hat. Children can make up words if they are stuck. The round ends as soon as a student repeats a word already said or is completely stumped.

At the end, the students can earn extra points by dictating or writing additional words that rhyme with the base words, or creating "silly" sentences using the rhymes.

Help the students think of other words that have this pattern.

You may have to write a few words for him or her: /P>

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"pack." You should be sure to provide a limited number of letters (two or three at first) for the students to choose from.

Name Practice

Phonemic awareness song to the tune of the first two lines of "Twinkle"

Bippity Boppity Bumble Bee,
Tell me what your name would be!
(Say first name and clap syllables
Clap syllables only while mouthing name.
Clap syllables and count syllables.)

Willaby Wallaby Name Song

Willaby Wallaby Wally, an elephant sat on Sally.
Willaby Wallaby Wason, an elephant sat on Jason.
Willaby Wallaby Wave, an elephant sat on Dave.
Willaby Wallaby Wasmine, and elephant sat on Jasmine.

Turn Your Back

Select child to stand with back turned to class. Sing (to the tune of Six Little Ducks)

“Turn Your Back and Close Your Eyes,
Turn Your Back and Close Your Eyes,
Turn Your Back and Close Your Eyes,
And guess who says your name.”

Hold up a name card. The child whose name is on the card calls out the name of the child with facing backwards in front of the class. The child who is backwards listens carefully and tries to guess who said his name.

Tells Stories Using Pictures

Our Story!

Let your students illustrate a favorite story, or one they make up, or you make up together.

You can fill in the words for them.

Materials

- 3 to 5 sheets of 8 1/2- by 11-inch white
- card stock
- 9 1/2- by 6-inch piece of colored card stock
- 3- by 2-inch piece of cardboard
- Ruler
- Colored pencils
- Stamps



Instructions

1. Fold a sheet of white card stock in half lengthwise, then fold it in half again, short side to short side, and cut along this fold. Repeat with the other sheets to make as many pages as you like.
2. For the cover, fold the colored card stock in half, short side to short side. Insert the white pages between the covers and staple them along the spine. Or give individual students sheets to illustrate.
3. Use the cardboard to trace 2 illustration panels per page. Have your students draw in the panels, then title and decorate the front of the book.
4. Option: For students that have difficulty drawing, let them use a variety of different stamps to create a host of creatures in outline form, then color them in to complete their stories.



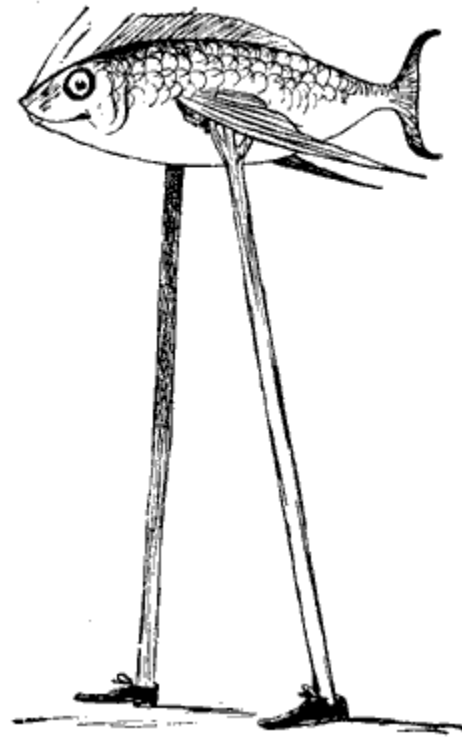
Nonsense Book

Materials

- Ten or more index cards
- Small notebook
- Pencils, crayons, colored pencils, or markers

Directions

1. Divide the cards into two sets.
2. On each card in one set, write a sentence subject like Dad, Justin, The cat, The hat, and so on.
3. On each card in the other set, write a predicate like has a bat, is tired, has a bib, is in bed, and so on.
4. If you like, write in one color for subjects and one for predicates.
5. Let your student pick a subject card and a predicate card and join them to form a sentence, for example: The hat has a bib or The cat is in bed.
6. Have your student read the sentence aloud, or read the sentence for him.
7. Then have your student print the sentence at the bottom of one page of the notebook (or print it for him).



- Let your student illustrate the sentence. Repeat this process several times to make a nonsense book.



Big Flip

With this activity it would be good to read *The Missing Piece* by Shel Silverstein, or *The Missing Piece Meets the Big O* to show students how a great story can be told, even through simple shapes.

Time

- 15 to 20 minutes

Materials

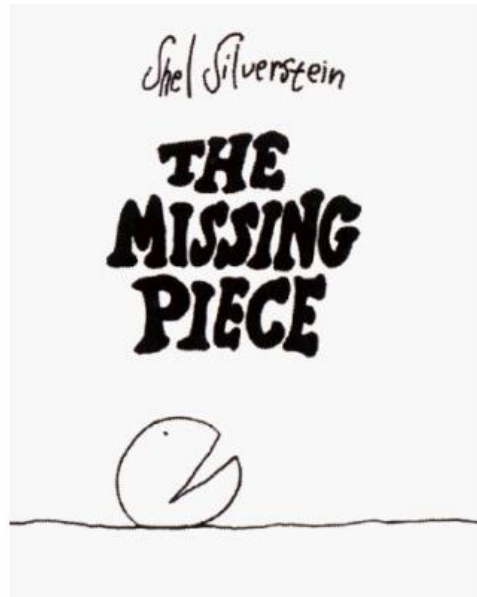
- Package of 3 x 5-inch index cards
- Pen

Directions

- Pick a basic shape like a circle or triangle and draw the shape on an index card.
- Draw the same shape on 12 to 15 more cards, changing the shape slightly in position or size.
- Put the cards back into a "deck" and hold them tightly on one side and then flip through. The faster the cards are flipped, the more the shape will appear to dance and wiggle.

Extensions

- Work together to draw a simple stick figure that will move across each successive card and tell a simple story.



Predict What Will Happen Next in a Story

Skill Implementation Strategy: Predicting Events in a Book

Purpose/Skills

- To comprehend and respond to books read aloud
- To talk about book characters

- To predict story events and check predictions by hearing the book read aloud
- To respond to questions
- To recall and retell parts of a selection
- To build vocabulary

Materials

- Children's book

Literature Suggestion

Read an appealing book with a strong plot line to help children make predictions.

Warm-Up

Hold up the cover of a book children are familiar with. Invite a volunteer to tell what the book is about. Ask them to tell how the cover could help them guess what the book was about--even if they had never read it. Encourage them to tell all about the clues they could get from the cover.

Procedure

- Introduce the new book title and display the cover. Ask children to guess what the book
- is about.
- Read the book aloud. Stop before you turn the pages, and ask children to predict what they think will happen next. Examples: What do you think (the wolf) will do? What do you think will happen next? Where do you think he is going now?
- Discuss any surprises in the book.

Enrichment

Encourage children to make predictions during the reading of other books and daily activities.

Balloons of Fortune

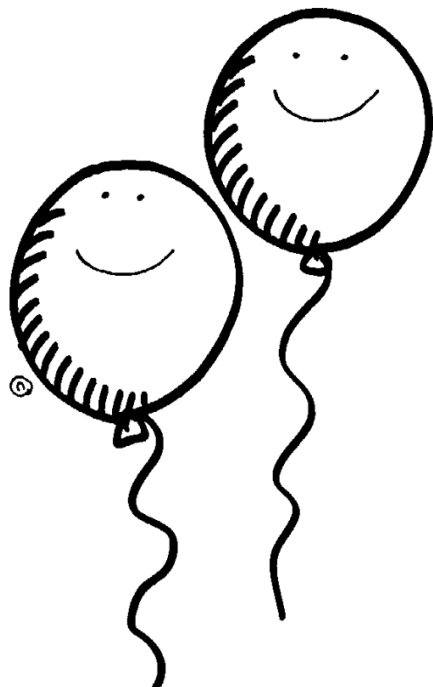
What will the story do? Only the balloons know for

What You Need

- Two chairs
- Masking tape
- Short sentences on strips of paper
- Balloons

Instructions

1. Before you begin, write parts of a story, or sentences, on small pieces of paper. Slip a sentence into a balloon, inflate the balloon



sure.

completely, and tie. Repeat until you have a balloon for each student.

2. Place two chairs at one end of an open room and mark off a starting line made with masking tape at the other end.
3. To play, line the students up, each should grab a balloon, run to the chair at the opposite end, sit on the balloon until it pops, have the teacher read their part of the story, then run back to tag the next person in line. As you go have the students predict what they think will happen next, before the next balloon is popped. After all the balloons are popped, work together to reorder the story into a story that makes sense to the students, or one that they like.

Identifying Coins and Their Values

Coin Creatures

www.familyfun.com

Here's some instant fun for just about any time or place. All it requires is a pencil and a little spare change.

What You Need

- Coins
- Paper
- Marker or crayons

Instructions

1. Take some coins from your pocket or purse, lay them out on a piece of paper, and have your child draw arms, legs, and other body parts to create a creature.
2. Then help identify the coins and write their values beside the parts of their creature. Add or take away coins to form new shapes, create patterns, and figure out the new amounts.



Coin-Drop Race

www.familyfun.com

In this relay, team members must be both swift of foot and steady of hand.

What You Need

- Egg carton
- About 20 different coins
- 1 bowl for each team

Instructions

1. **Setup:** Mark start and turn-back lines a good distance apart. Cut the lids from the egg cartons and place one for each team on the ground midway between the start and turn-back lines. Place 20 pennies in each bowl and put a bowl for each team on the turn-back line.
2. **Playing the Game:** The teams line up at the start line. At "Go," one player from each team races to the turn-back line, picks up one penny (or whatever type of coin the teacher calls out) from her team's bowl, and runs to her team's egg carton. There, she gets one chance to drop the coin into one cup of the carton -- without lowering her arm below waist height. She then runs back to the start line and the next player goes. The game ends when a team has gotten at least one coin in each cup of its egg carton.



My Money Snack Bar

Fill a muffin tin with individually priced nibbles and let your kids out — and pay for with borrowed coins — their healthy snacks of choice and practice their coin recognition skills.



pick

Munchies Math



Materials:

- Popcorn or other small-sized snack
- Small plastic snack bags
- Number cube, dice, and/or blank cube template
- Tape
- Included Addition/Subtraction Sheet

Preparation:

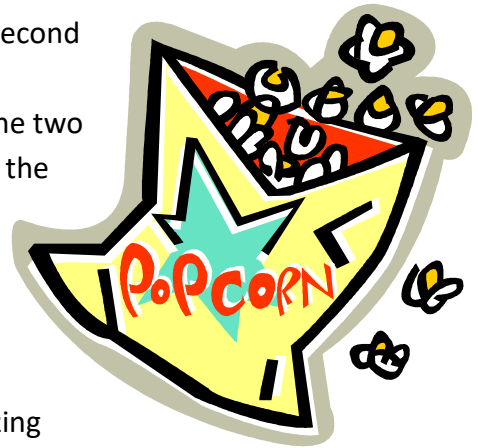
1. Determine the range of numbers to be used. You may use a die or number cube for numbers 1 to 6. If you use other numbers, write these on the included blank template.
2. Place at least 20 pieces of popcorn or other small snack items in a bag for each student. The amount needed depends on the numbers used in the addition problems.

3. Give each student a bag of snack items, a number cube, and an addition/subtraction problem sheet.

Procedure:

Model the steps for the student(s) and demonstrate for them how they are to use the materials.

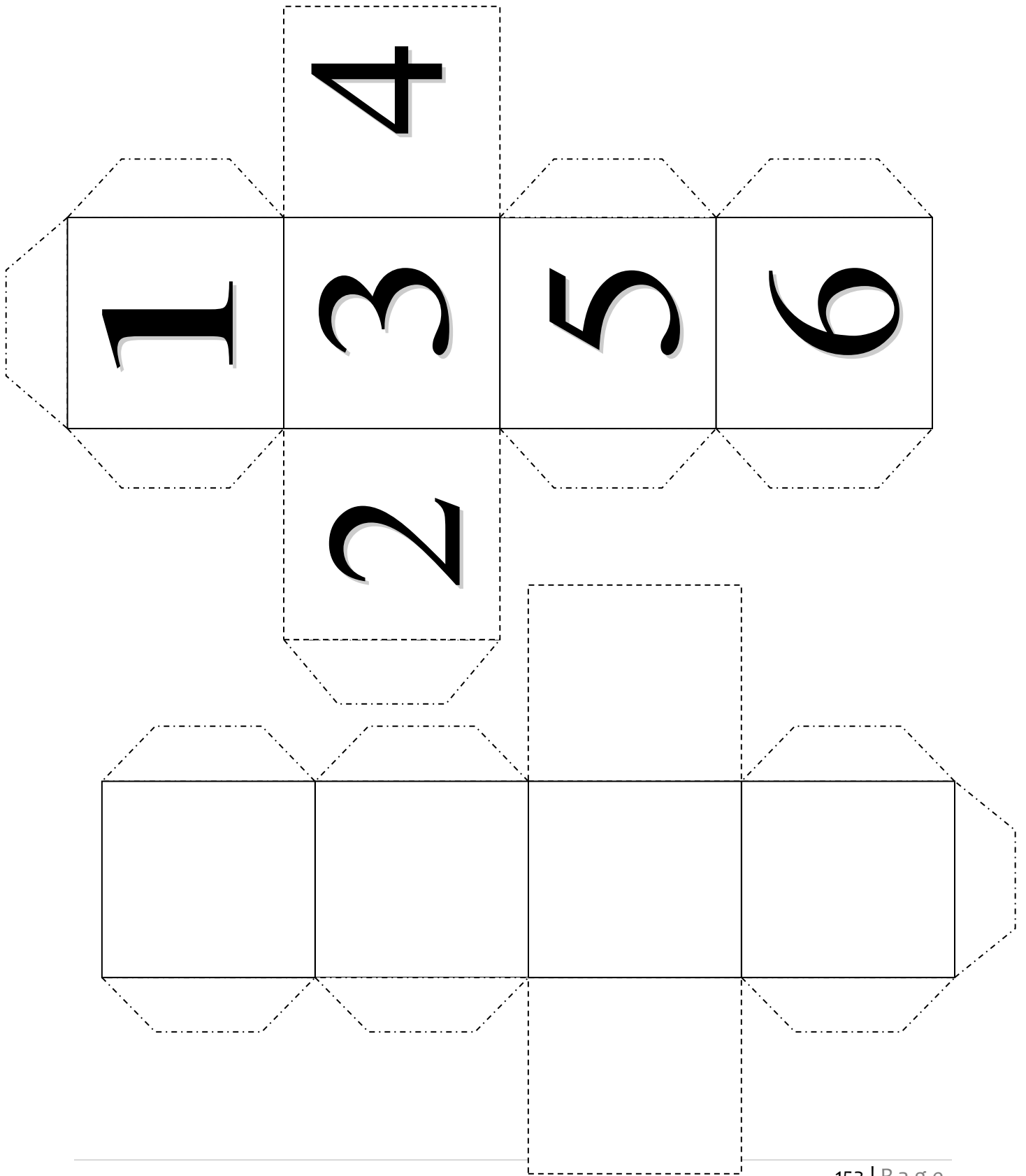
1. Roll the number cube. On the Addition/Subtraction sheet, record the number rolled in the first square in the first row. Roll the cube again, recording the second number in the third square on the first row.
2. Ask the student(s) what symbol should be written to show that we want to add the two numbers. Place the addition symbol in the second (smaller) square on the first row. Use snack pieces as manipulatives (on a clean sheet of paper) to represent the two numbers in the addition problem, have the students put the manipulatives together, and solve the problem.
3. Students continue until all rows are completed.

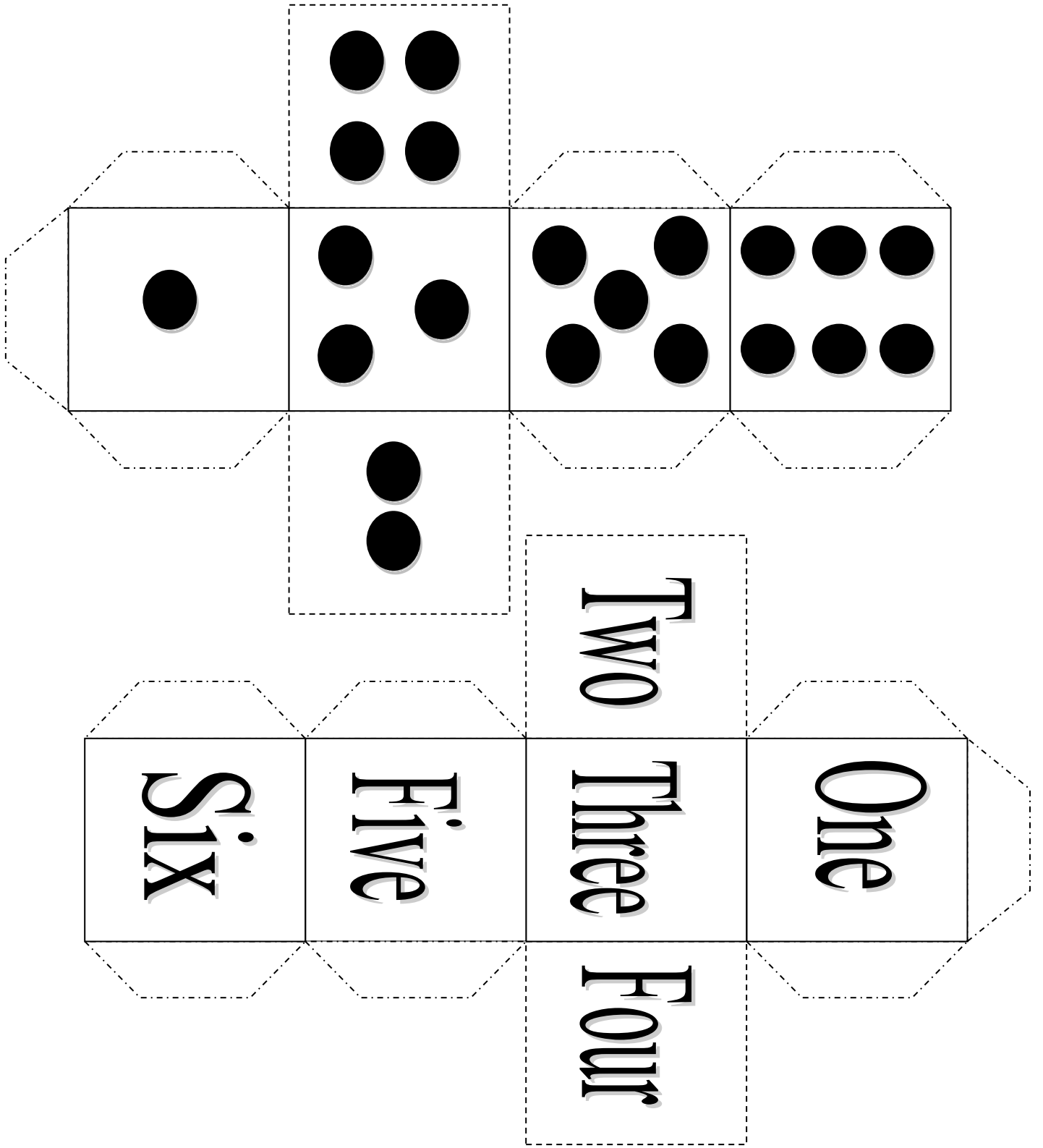


Variations:

- Have students use the different dice to practice recognizing number words, numbers, and counting objects.
- To have students practice subtraction: Have students roll number cubes or dice, then record the larger numeral in the first square and the smaller numeral in the third square. Ask students what symbol should be written to show subtraction of the two numerals, then have them place the subtraction sign in the second (smaller) square. Students will use snack pieces as manipulatives to represent the two numerals and solve the problem. They will record the answer in the final square.

1. =
2. =
3. =
4. =
5. =
6. =
7. =
8. =
9. =
10. =





Wallets

Make up "wallets" for each student (ziplock bags or envelopes with pictures of coins printed out on cardstock) and each student has to count the different types of money in their wallet, record that, then trade wallets with a class mate, and then count their class mate's money...exchange, etc...

Tip: cut the top off of a regular envelope and fold it in half for an easy, "wallet" the kids can decorate and practice with. Tape on paper pieces the size of half of the front of the envelope for wallet pockets. After they're decorated you can put packing tape over their art for added strength.

Variations: Also play store... have the kids "buy" items or snacks in the classroom that you have priced, "two pennies, and one quarter" etc.





nickel



nickel



penny



penny



dime



dime



quarter



quarter



Spare Change

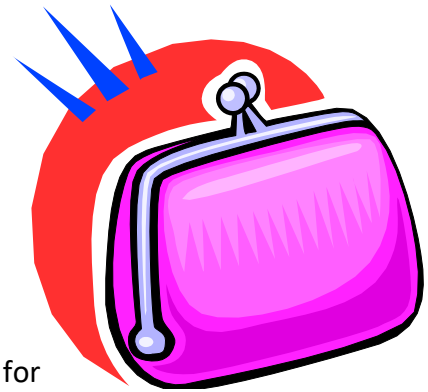
Teach your students about money with this fun and easy Spare Change game.

Materials

- Pennies, nickels and dimes
- Pair of dice

Directions

1. By using spare change, you can foster money awareness as well as concentration. Take turns rolling one die.
2. With each roll, a player collects the number of pennies that they rolled on the die.
3. As 5 pennies are collected, the player can turn them in for a nickel. Nickels are turned into dimes, etc.
4. The player reaching a predetermined amount first wins.



Extensions

- With an older child, increase the total amount needed to win.
- Add quarters and dollar bills to the mix.

Find the Coin

www.familyfun.com

In this group game, players must put on their poker faces and use sleight of hand to keep a coin from a leprechaun's sight.



What You Need

- Different Coins

Instructions

1. First select a leprechaun and have her cover her eyes or look away while you hand a coin to one of the other players. Then have all the players sit in a circle with the leprechaun standing in the middle.
2. At "Go," the seated players begin slyly passing the coin around the circle, being careful to hide the coin from the leprechaun's view. The coin can reverse direction at any time, and players without the coin can pretend to pass it along to add to the challenge.

3. When the leprechaun thinks she knows who has the coin, she calls "stop" and names her suspect. If the leprechaun guesses right, and names the type of coin correctly the 2 players switch places. If not, play continues.

Mr. Krabs Money Game

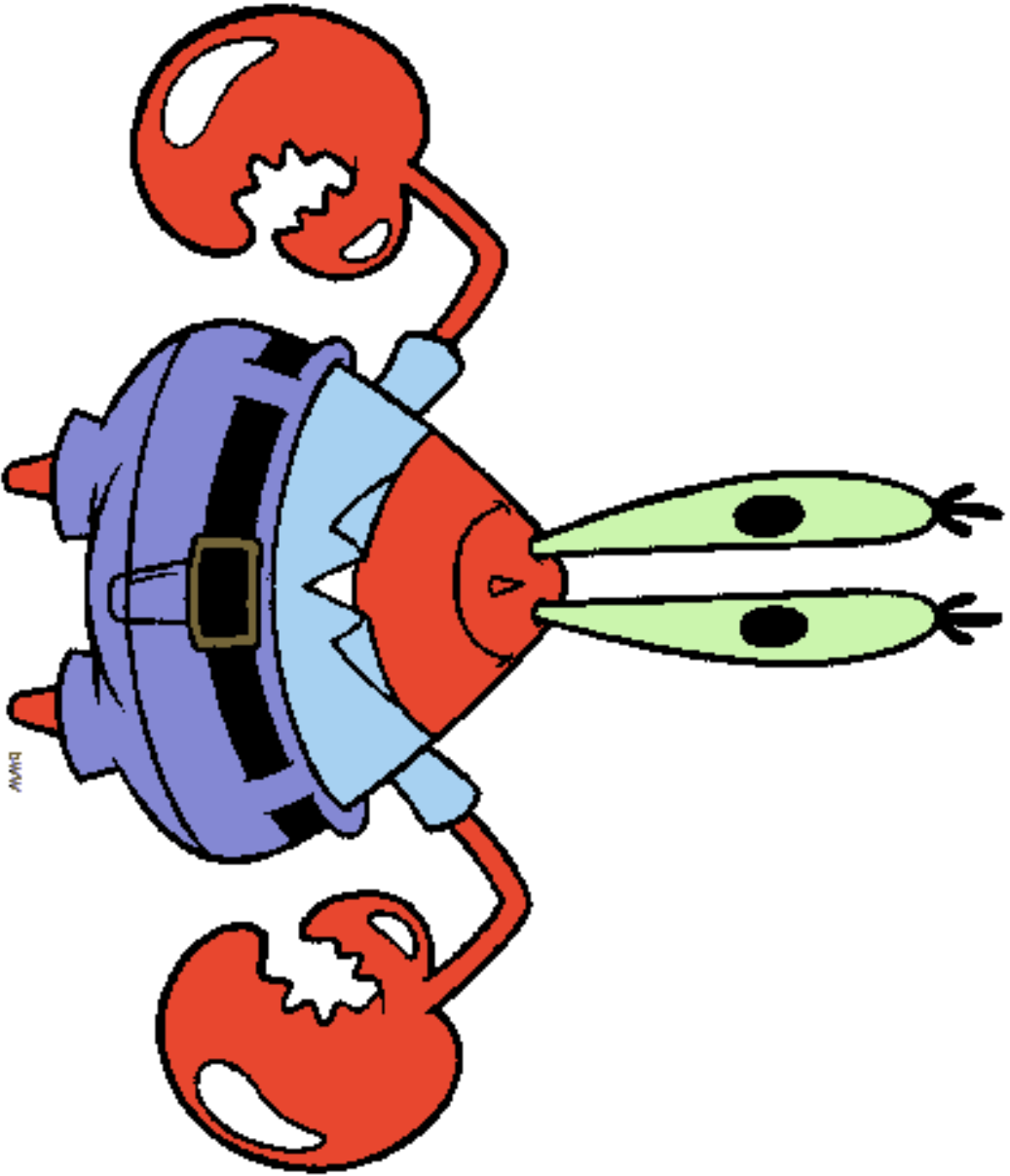
http://www.kellyskindergarten.com/Games/GamestoMake/games_to_make.htm

Print one game board for each child and laminate.

You can use a regular die or use a blank cube (writing on wooden math cubes with a Sharpie works well) to create a custom die. If you make a custom die you can include numbers and special things like "Roll again +2". You will also need some type of "money" manipulatives like 2 color counters or plastic coins and word/letter cards. To play, students take turns reading a word card and rolling the die. They should put the corresponding number of coins on their game board. The first player to fill all of the coin circles wins!



Help Mr. Krabs Collect His Coins



A collection of 20 empty circles arranged in two rows of ten, intended for collecting coins.

Eggcellent Memory



For this game, put matching coins, different amounts of objects, or sight words, etc into plastic eggs. Have students take turns choosing an egg, opening it, then choosing another to try to find the matching coin/sight word, number of objects, etc.

Money Game: The Value of a Dollar

Small change adds up fast in this quick game involving money and dice but no gambling. Place a pile of coins in the middle of a table: at least four quarters, three dimes, two nickels, and five pennies per person. Players take turns rolling a pair of dice and taking coins from the pile that add up to the number rolled: a player who rolls an 11 takes a dime and a penny. As players amass money, they must trade in smaller coins for bigger ones. (If the player with 11 cents rolls a nine next, he takes a nickel and four pennies and trades the nickel and five pennies for a dime.) The first player to collect one dollar wins. To teach the painful concept of fines, add a rule that says a player must lose a nickel for a missed trading-up opportunity.



Interpreting Information on a Graph

Sit and Be Counted

The students will gather data about their birthdays for a bar graph, and then form the graph by sitting in rows. A clear, large floor space will be needed. Tape a line about 24 feet long onto the floor (In good weather, this activity could be done outside, making the line with chalk). On a piece of construction paper, label the line MONTHS OF THE YEAR, and place construction paper labels for the 12 months at equal intervals along the line. The students will sit cross-legged on the floor behind the month in which they were born. The students will be asked to take places on the floor behind the card that indicates the month in which they were born. Make sure the children with the same birth month sit one behind the other in a row. Call children up month by month. Have the children look around at one another and describe what they see. Explain to them that together they are a people graph that shows data on class birthdays.



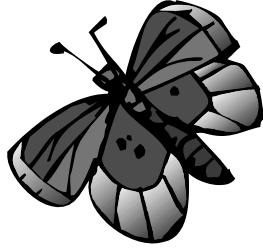
Questions that could be asked:

- Which month has the most birthdays?
- How does our people graph show this?
- How can you find two months with the same number of birthdays in them?
- What would you look for?
- How can you recognize a month where there are no birthdays?
- How many children were born in months that start with J? With M?

You could also try other people graphs, by gathering data for questions like these:

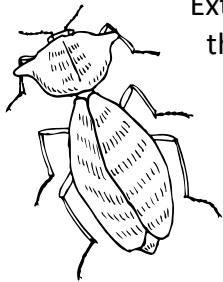
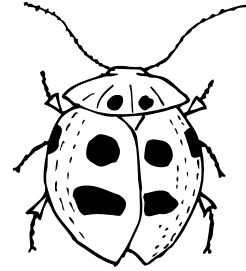
Graph the beginning letter of their names as you sing “Who has a name that starts with /J/?” (to the tune of “Someone’s in the Kitchen with Dinah”). Then have students name starts with as we slowly sing the alphabet song.

- In which season does your birthday fall?
- How many birthdays fall on odd-numbered days?
- On even-numbered days?
- Were you born in this community?
- Were you born in another community?
- Were you born in another state?
- Were you born in another country?
- How can we show this information on paper?

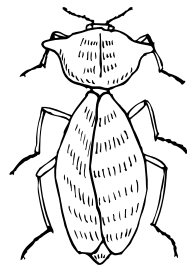
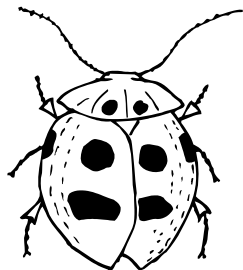
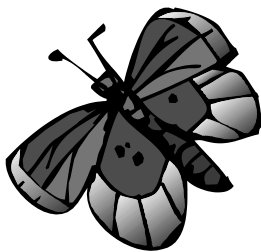


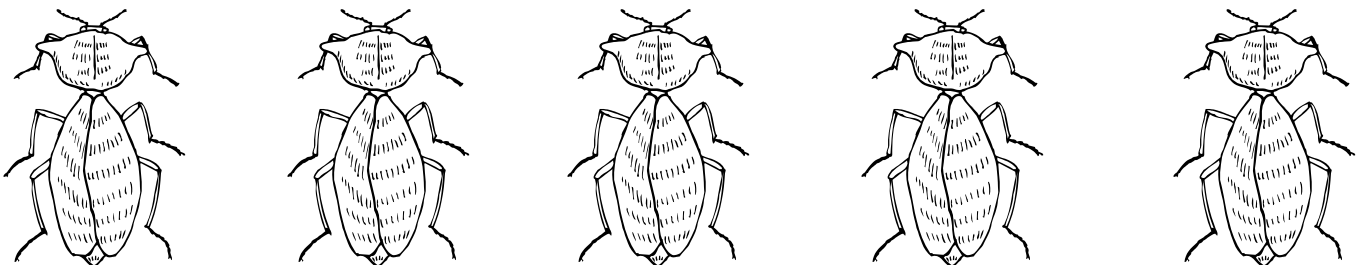
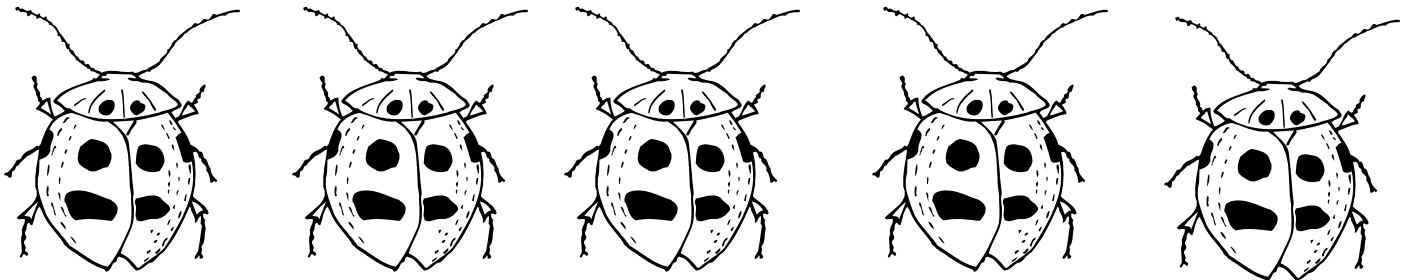
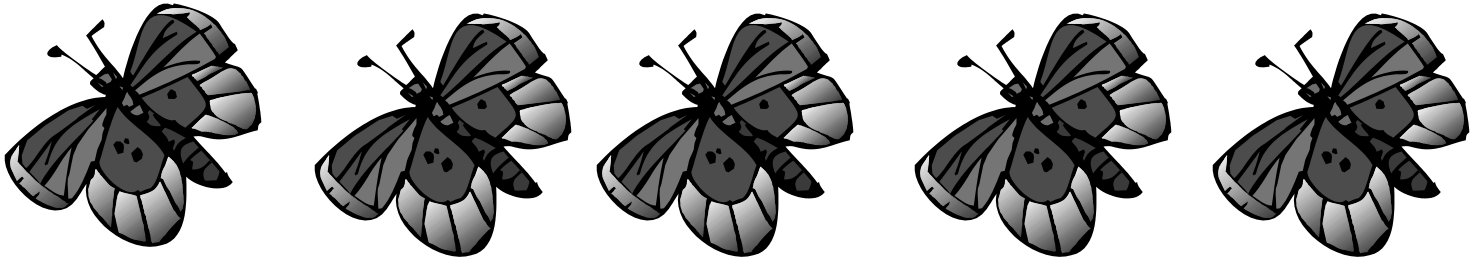
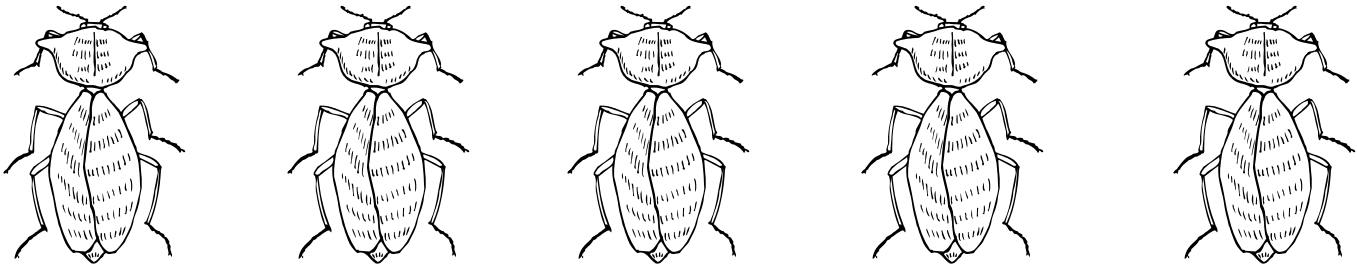
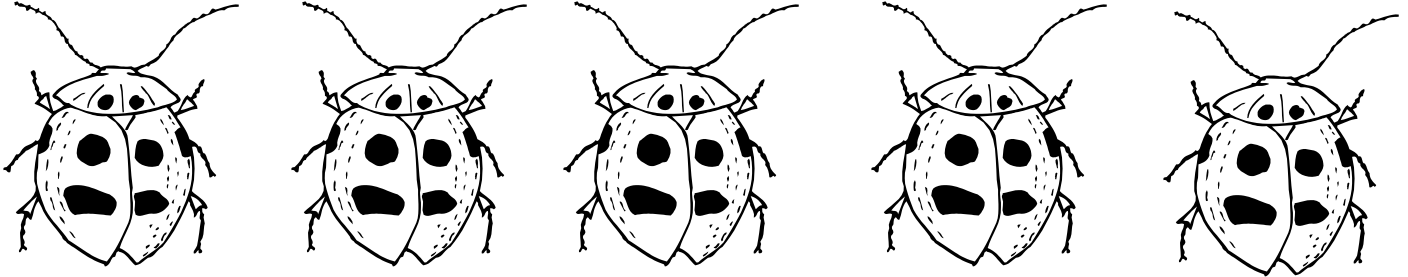
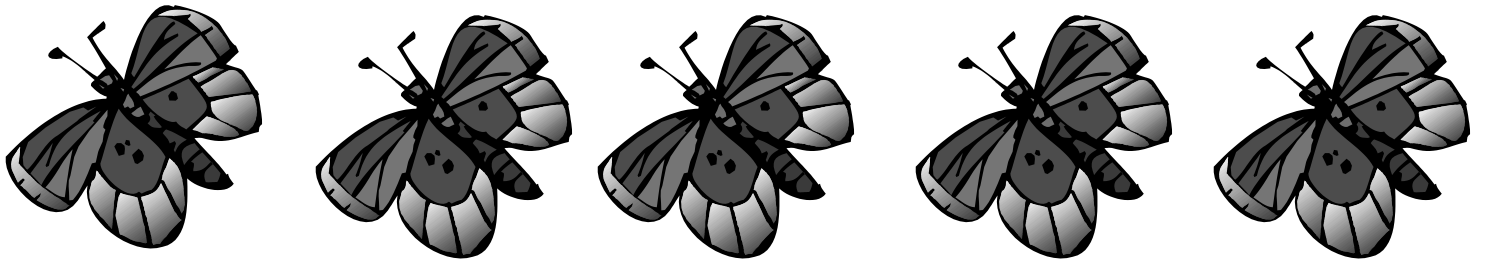
Bug Hunt Graphs

1. Have a large Tupperware bowl full of sand or sugar (or an empty zip-lock bag or paper bag). There will be three kinds of bugs buried in the bowl. Ex: There will be striped bugs, spotted bugs, and bugs with wings.
2. Provide bright colored shovels in the center.
3. The students will dig in the sand searching for 10 bugs each (or have them pull out ten bugs from their/the paper bag). They will put their bugs on the bug graph provided.
4. As they take the bug off their graph they will color in the graph square, making a symbolic graph.
5. The bugs will then be re-buried in the sand
6. They will ask each other questions concerning their graphs.



Extension: Provide craft foam or construction paper for the students to design their own bug. They will each make a bug with stripes, or spots, or wings. Make Eyes, markers, material for wings, antennas, etc. available as they design their bug. Provide for the students to put on the back of their bug. They will then take their bug and graph it on the large class graph on the white board.





Word Families

Paint Chip Word Family Game

<http://thesnailstrail.blogspot.com/2009/05/whats-in-workbox-handmade-word-family.html>

A word family game that you can just whip together with paint chips. If you don't have a paint chip collection, it is time you started one! Paint chips can be used for all kinds of things. For this activity you need approx. 13 "long cards" for consonants, blends, and diagraphs and 34 cards that have the hole cut out...12 if there are three colors to the card.



To make this game, you need two kinds of paint chips. The first type of paint chip will have three colors. Each color will have a square cut out of the side.

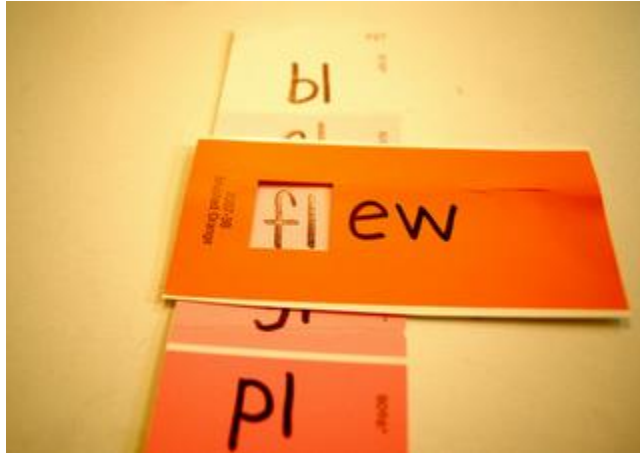
You will be cutting these into three separate cards. The other kind of paint chip is a super long one with lots of colors.

And oh, yeah...remember

You need approx 13 "long cards" for consonants, blends, and diagraphs and 34 cards to cut (12 cards if there are 3 colors per card to cut like suggested).



Note: To help your students, keep the same kind of diagraphs and blends on the same card. See the following examples.



Here is a list of the phonograms. Note: The Phonogram Page (www.phonogrampage.com) is a great site that lets your child hear the phonograms correctly.

Write these on the cards with the square cut out on them. These are commonly called word families.

- | | | |
|-------|--------|-------|
| • ag | • ay | • ob |
| • ab | • eed | • og |
| • ail | • ell | • ore |
| • ain | • est | • ot |
| • ack | • ew | • out |
| • ake | • ick | • ow |
| • am | • ight | • uck |
| • an | • ill | • um |
| • ank | • ine | • unk |
| • ap | • ing | • y |
| • all | • ink | |
| • at | • ip | |

The following consonants, blends, and diagraphs are all written on the long paint chip that has a lot of colors.

Consonants:

- | | | |
|-----|-----|-----|
| • b | • k | • s |
| • c | • l | • t |
| • d | • m | • v |
| • f | • n | • w |
| • g | • p | • x |
| • h | • q | • y |
| • j | • r | • z |

Blends:

- | | | |
|------|------|-------|
| • bl | • dr | • st |
| • cl | • fr | • sm |
| • fl | • gr | • sn |
| • gl | • pr | • sw |
| • pl | • tr | • spl |
| • sl | • sc | • spr |
| • br | • sk | • str |
| • cr | • sp | • squ |

Diagraphs:

- | | | |
|------|-------|-------|
| • ch | • sh | • shr |
| • wh | • ph | |
| • th | • thr | |

How many words can you make? (there are over 500+ words in this set)

- **ab** cab, lab, blab, crab, flab, grab, scab, slab, stab
- **ack** back, pack, quack, rack, black, crack, shack, snack, stack, track
- **ag** bag, rag, tag, brag, flag
- **ail** fail, mail, jail, nail, pail, rail, sail, tail, snail, trail
- **ain** main, pain, rain, brain, chain, drain, grain, plain, Spain, sprain, stain, train
- **ake** bake, cake, fake, lake, make, quake, rake, take, wake, brake, flake, shake, snake
- **am** ham, Sam, clam, slam, swam
- **an** can, fan, man, pan, ran, tan, van, bran, plan, than
- **ank** bank, sank, yank, blank, crank, drank, thank
- **ap** cap, lap, map, nap, rap, tap, clap, flap, scrap, slap, snap, strap, trap, wrap
- **at** bat, cat, fat, hat, mat, rat, sat, brat, chat, flat, spat, that
- **ay** day, may, pay, say, clay, play, pray, spray, stay, tray

- **eed** feed, need, seed, weed, bleed, freed, greed, speed
- **ell** bell, fell, sell, tell, well, yell, shell, smell, spell, swell
- **est** best, guest, nest, pest, rest, test, vest, west, chest, crest
- **ew** dew, few, knew, new, blew, chew
- **ick** kick, lick, pick, quick, sick, brick, chick, click, stick, thick, trick
- **ight** knight, light, might, night, right, sight, tight, bright, flight, fright, slight
- **ill** fill, hill, pill, will, chill, drill, grill, skill, spill, thrill
- **in** bin, fin, pin, sin, win, chin, grin, shin, skin, spin, thin, twin
- **ine** fine, line, mine, nine, pine, vine, wine, shine, spine, whine
- **ing** king, ring, sing, wing, bring, cling, spring, sting, string, swing, thing
- **ink** link, pink, sink, wink, blink, drink, shrink, stink, think
- **ip** dip, hip, lip, rip, sip, tip, chip, clip, drip, flip, grip, ship, skip, strip, trip, whip
- **ob** knob, mob, rob, blob, slob, snob
- **ock** knock, lock, dock, rock, sock, block, clock, frock, shock, stock
- **op** cop, hop, mop, pop, top, chop, crop, drop, flop, plop, shop, stop
- **ore** bore, more, sore, tore, wore, chore, score, shore, snore, store
- **ot** got, dot, hot, knot, lot, not, plot, shot, spot
- **out** grout, scout, shout, spout, sprout
- **ow** cow, how, now, brow, chow, plow
- **uck** buck, duck, luck, cluck, stuck, truck
- **um** gum, hum, drum, plum, slum
- **unk** junk, chunk, drunk, shrunk, stunk, trunk
- **y** by, my, cry, dry, fly, fry, shy, sky, spy, try, why

Note: Just a suggestion for those who want to try this project and need a lot of paint chips - most paint stores/departments sell a "fan-dex" of paint chips for cheap - you can buy an entire sample of a paint line - hundreds of chips - for \$5-\$10. It avoids you feel like you are "stealing" when you take lots of paint chips with no intention of buying paint.

Word Family Fun

Students master word families with this fun-to-play spinner game from http://www.lakeshorelearning.com/media/images/free_resources/teachers_corner/printables/wordFamiliesFunGame.pdf

Preparation:

Print out the spinners and game mat. Each pair of students will need two copies of the game mat and one set of spinners. Then use a brass fastener to loosely attach a paper clip to the center of each spinner. The paper clip will be the "arrow" for the spinner.

How to Play:

1. Each player takes a mat.

2. The first player spins the paper clips on both spinners. She forms a word using the beginning sound from the first spinner and the word family ending from the second spinner. She says the word aloud.

If it is a real word, she writes it down on her mat. If she can't form a word with that beginning sound and word family, she spins both paper clips again.

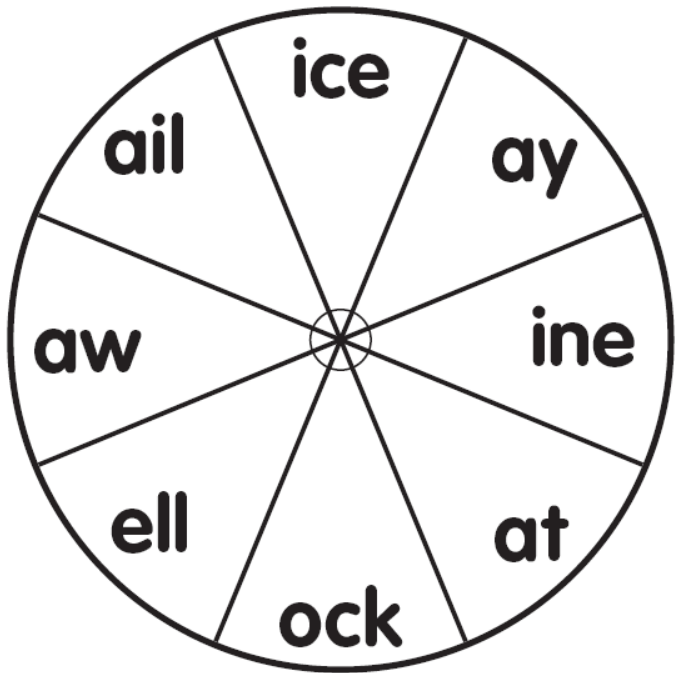
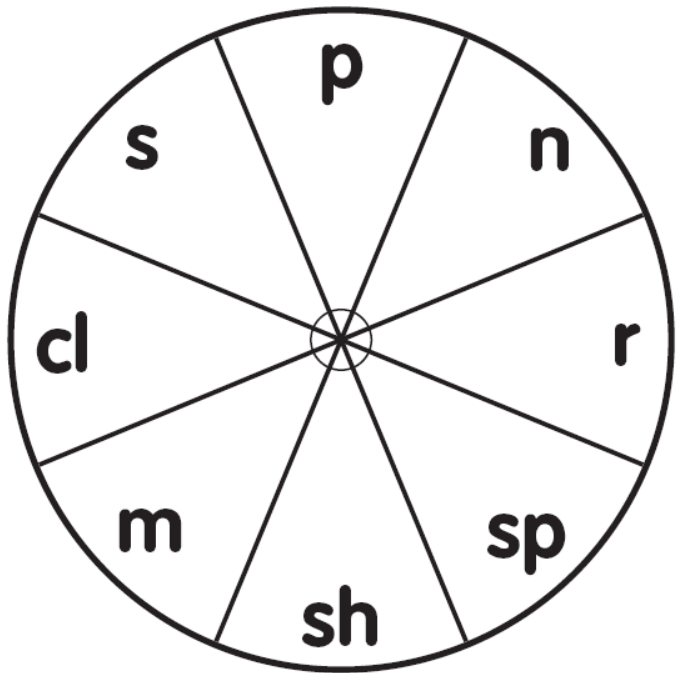
3. The next player takes a turn.

4. Players continue taking turns until they have each built 10 words.

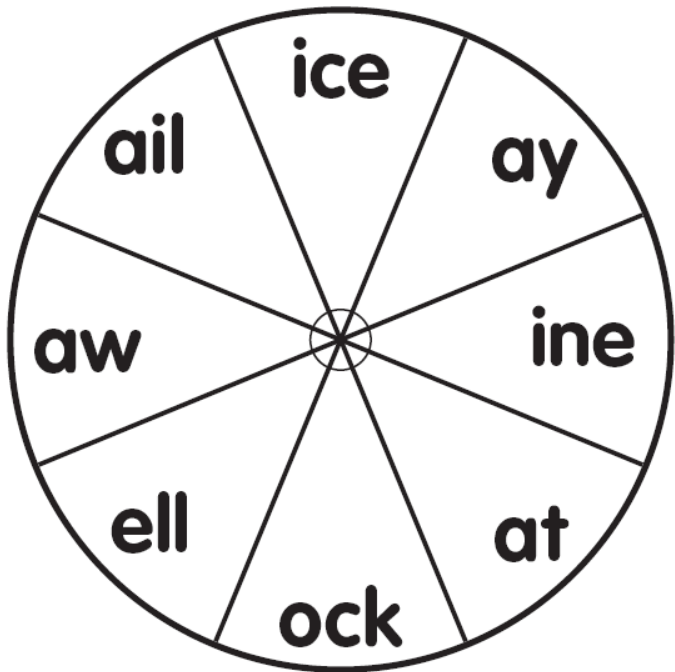
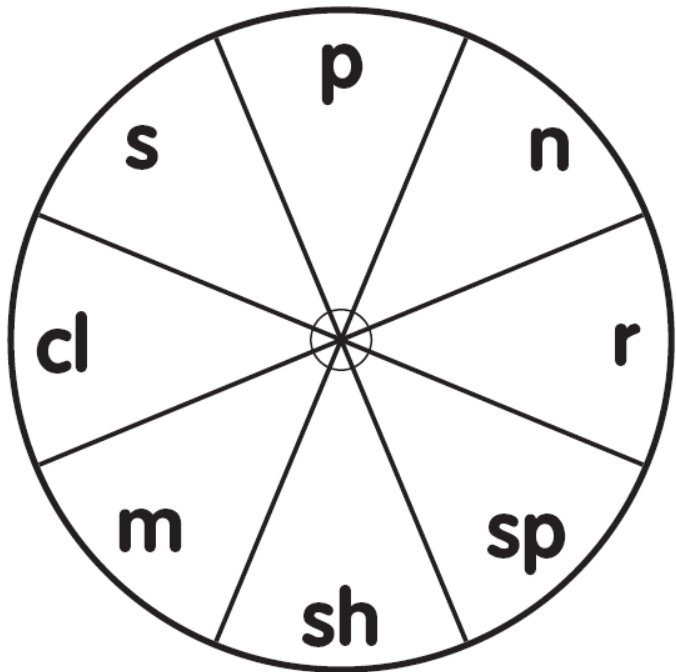
Extension:

Challenge students to choose a word from their mat and brainstorm other words that belong in the same word family!

Word Families



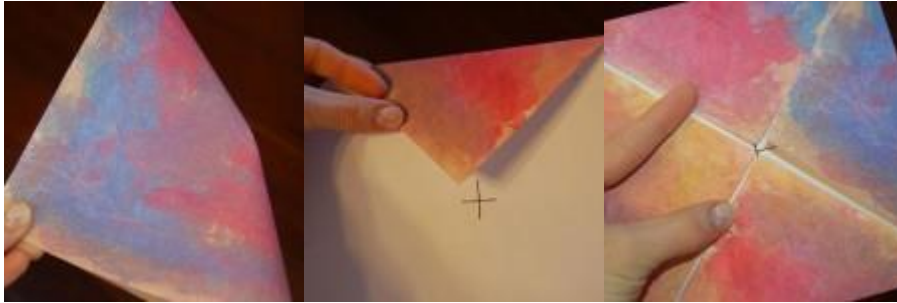
Word Families



Learning to Read with a Cootie Catcher

Do you remember Cootie Catchers from when you were a kid? Here is a cootie catcher perfect for the learning to read kiddos in your life!

Instructions on how to make your own word-learning cootie catcher:



Using a square piece of paper, bring two ends together and pinch the inside, repeat with the other side. Draw an “x” on your pinches. Bring the corners in towards the “X” and fold.



Flip the square over and dot the center. Bring each corner into the center and fold. Once you have all the corners in, fold it along the “white” lines or gaps to make the cootie catcher manageable. Insert your fingers into the pockets! You have a cootie catcher!!!



Using your Cootie Catchers to Learn to Read:

To write the words flex the Cootie Catcher and write the halves of the “a” first. Then fill in the rest of the word. You can use word family words, or words such as : bat, sad, ran, cap. Do this if you want each word to have a different beginning and ending, and be

able to match when moved so the letters would form a new word.

Take apart the catcher and finished drawing the “a” and make the rest of the words:



bad, cat, sat, pad, rap, van, can, & tap.

Optional: You can open the flaps and add sentences.

- Matt the fat rat sat on a mat. As he sat he pat his bat.
- Gran and Dan ran to the van to get a pan.
- Rap, tap, tap, clap your lap.

Or you can write a group of word family words to practice together:

- ap, cap, gap, lap, map, nap, rap, sap, tap, clap, etc.
- at, bat, cat, hat, fat, mat, nat, pat, rat, sat, tat, chat, flat, etc.
- ad, bad, dad, had, lad, mad, pad, sad, tad, glad, brad, etc.
- an, can, Jan, fan, man, pan, nan, ran, van, gran, plan, etc.

Have fun working and learning to read with your cootie catchers!



Eggcellent Words

Have your students go on a wordy egg hunt, twist the egg and read all the words, then open to find a special treat.

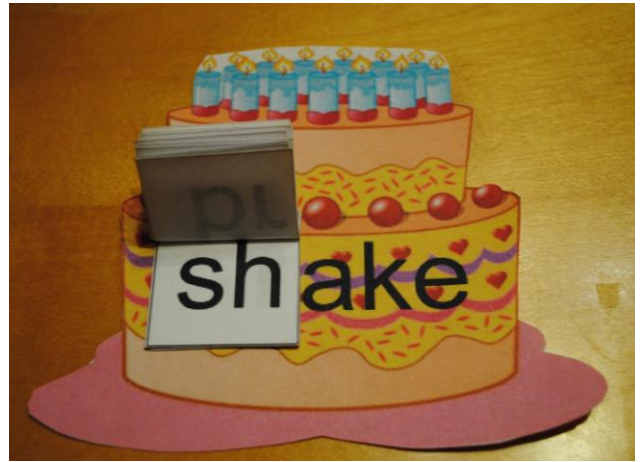
Word Family Flappers

Idea found at It's a Crafty Life: <http://itsacraftylife.blogspot.com/2011/02/for-kids-word-family-fun.html> All rights reserved. Visit Kim's blog for more fun ideas.



(cake, bake, shake, etc.). It really is great practice for kids to see the repeated pattern.

These are super easy to put together! Just cut out the color picture and each letter tile. Put all the letter tiles in a pile and staple right in front of the word family chunk. Your students can then flip through the letter tiles to read the different words in that word family





c

m

t

b

f

sn

fl

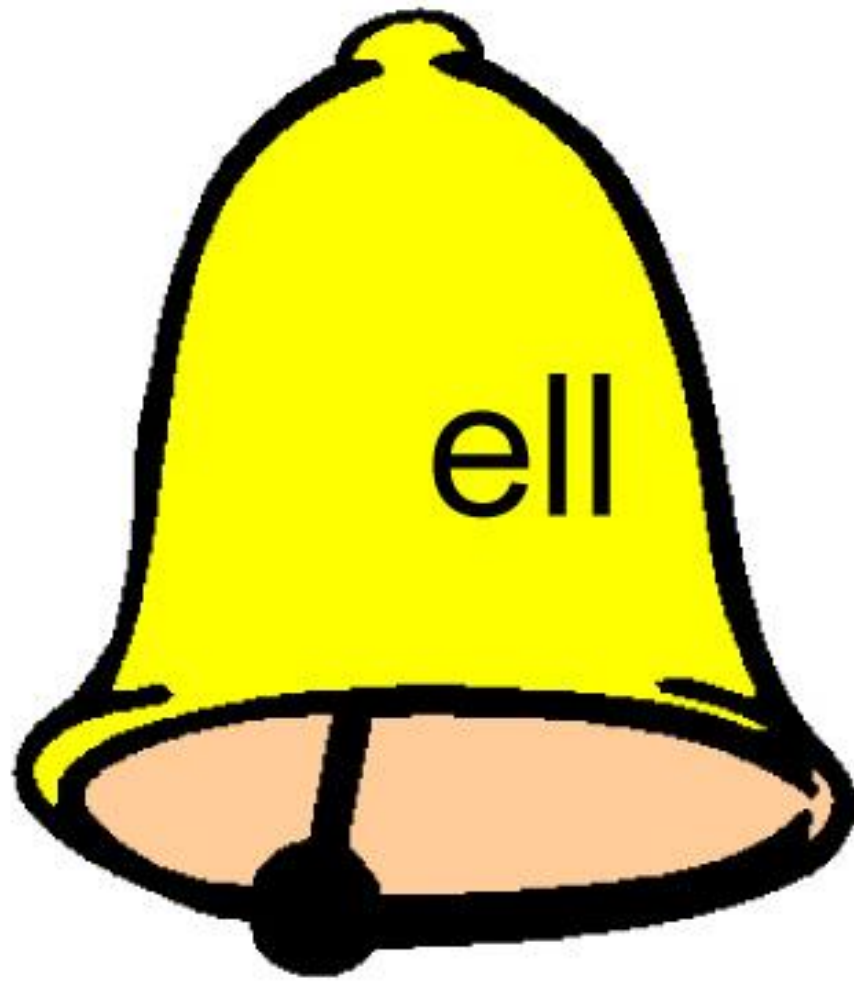
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Writing Sentences

Cut Up Sentences

<http://kinderblogger.wordpress.com/2008/12/17/cut-up-sentences/>

If you take a look at the picture, you can see the words have all been cut off the bottom and glued onto the top of the paper. At the beginning the sentences start off in order.

As the student progresses the sentences become scrambled and more complex. This is also one really good way to differentiate this activity to meet the needs of all students in your class. This is a really good activity for first grade students. Modeling is a really important part of these as well. I also do lots of these as a class in the beginning of the year so that everyone will feel comfortable completing the activity.



Steps to a successful cut up sentences:

Students write their name of the top of their paper.

They cut off and cut up the words from the bottom of the page.

If the sentence is in order the student will glue their sentence the same way at the top of the page.

If the sentence is scrambled the student will mix and fix their sentence until it makes sense. They will then glue it on their paper in the correct order. Encourage students to read their sentence several times before gluing in place.

The student then writes the sentence. Option: have the students write the sentence once or twice, again, this would depend on the group of student.

The final step is to have the students create a picture that goes with their sentence.

(This is usually the students favorite part if you do silly sentences like I see the fat blue cat!)

The cut up sentences allow for practice with oral language because students can read their sentence and talk about their picture. They can also talk about the steps they took in order to complete the work.

This is a great way to check for knowledge of print... capitol letter, spaces, punctuation, etc...

Cut up sentences make a great addition to a literacy center or use them as a follow up activity from a guided reading group. The possibilities are endless!

Cut up the words at the bottom of the page and glue them here to make a sentence.



Write the sentence in this box.

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Draw a picture to go with your sentence.

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