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## ABSTRACT

The selected activities in this bulletin are divided into three categories: games and strategies for primary grades, those for intermediate grades, and activities for the slow or reluctant learner. Among the activities and games contained in the first part are those which deal with: reading readiness; visual and auditory discrimination; concept building; word attack skills; initial, final, medial vowel, and general sounds; configuration; context; and phrase, sentence, and paragraph reading. Part II suggests games and activities to foster language arts abilities; increase word preception; improve discrimination and recognition; develop vocabulary and comprehension; and further sentence understanding. The third section concentrates on improving the areas of phonics, functional skills, structural elements, blending, comprehension, fluency rate, and word recognition. (LL)

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# Games and Strategies for Teaching Reading

John W. Starr and Don Brown

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## INTRODUCTION

Reading teachers are constantly looking for teaching games, devices, and strategies that will get their students hooked on reading. Because the need for ideas on teaching reading is so pressing in the 'seventies, the editors have brought together some materials that appeared earlier in this series, but are still in constant demand (Curriculum Bulletins Nos. 185, 186, and 275).

This bulletin is presented in three sections: (1) Reading Games and Strategies for Primary Grades; (2) Reading Games and Strategies for Intermediate Grades; and (3) Games and Strategies for the Slow Reluctant learner. However, the user of this bulletin is urged to read all three sections because many of the games have value for all three levels. Many of these games may be adapted to use in teaching various competencies (e.g., Baseball, for words, prefixes, suffixes, syllabication, etc.). Some of these variations are presented (thus, suggesting duplication), but many of the others can also be adapted.

The selection of activities is left to the discriminate decision of the teachers utilizing this bulletin to choose wisely those games and techniques which will supplement the existing reading program. The selected activities are designed to teach reading skills, but readiness, motivation, and skill factors need to be determined by the classroom teacher prior to the instructional activity.

### The Use of Games for Teaching Reading

"What can I do to increase my pupils' general ability to read, and add to their enjoyment of reading?" This question is commonly asked by reading teachers at all learning levels and stages of development. There are many suitable responses to this question, but one of them is to "teach through games."

Multifarious games and devices have been developed for reading instruction. Since the game interest is keen at elementary school ages, games provide a happy way

of giving necessary, meaningful drill. Games in which everyone can score, and competition is minimized, are best.

As early as 1950, games were recognized for their educational impact, as stated by Gates:

In general, games have merit especially for the slower learners in that they permit an increase in the variety of activities and are often as much enjoyed as similar games using symbols other than words. In using games it is desirable to include, as far as possible, the principles that apply to all types of word activity... Games have merit if the reaction which they elicit is a desirable one and if they provide properly systematic development of reading techniques.<sup>1</sup>

Today, games have as much relevance for learning to read as in earlier times. Perhaps more so! Reading games and devices aid slow learners, but serve to

<sup>1</sup>Gates, Arthur I. *The Improvement of Reading*. Macmillan Co., 1950. p. 285.

reinforce and supplement reading skills and abilities for readers at all levels.

In choosing and preparing reading activities, it is important that the teacher analyze the amount of actual reading experience provided in relation to the time it takes to prepare, give and evaluate these games and devices. If these activities take too much time in relation to the educational value derived, they should not be used.

When reading games are utilized, every pupil must become conscious of the game's purpose in order to make efficient learning use of the activity.

This bulletin compiles and describes some of the various games and devices that may be put to practical and meaningful use in the classroom. There are also many fine and inexpensive games and devices of a commercial nature that can be purchased for classroom use.

## READING GAMES AND STRATEGIES FOR PRIMARY GRADES

### READINESS, OR PRE-READING LANGUAGE ACTIVITIES

The pre-reading program consists of a wide variety of experiences in discussions, excursions, pictures, listening to stories, and work with charts to develop the child socially, emotionally, in visual and auditory perception, and in the language and listening behavior needed as background for success in beginning reading.

The activities suggested in this bulletin may be used to supplement experiences with readiness materials in any system of reading instruction and to contribute to the more general development of children. To develop language abilities and habits of work in a group, the following activities are suggested:

**Show and Tell.** The teacher encourages the children to bring to class toys, souvenirs, collections, or other items which they "show" and "tell" about. The teacher calls on a child; the child shows the item and tells all he can about it. The group may ask questions and discuss the item.

**Interpreting Pictures.** The teacher shows a picture to the group and the children discuss it. Specific questions may be asked by the teacher. Children may make up a short story about the picture.

**Watching Game for Sequence.** The teacher or a child performs a short series of acts, such as tapping on a desk, lifting up a book, and then picking up a piece of chalk. The children are called upon to tell the nature and the order of the acts performed.

**Carrying Out Directions or Direction Game.** A child is called upon and given three simple directions to carry out. For example, the teacher says, "Go to the back of the room, touch the piano then hop back to your seat." The children in the group watch to see if the child has followed the three directions. Tasks are varied and made interesting and amusing enough so that there is attentive listening as well as enjoyment. Later the number of assigned tasks may be increased.

**Supplying Endings.** The teacher tells a short story. For example, "Brownie was a very sleepy little bear. He usually fell asleep while the other little bears were all having fun. One day Brownie fell fast asleep under a large oak tree. Suddenly he awoke with a start. Close by stood . . . ." The children supply the ending.

**Group Discussions.** The children are encouraged to talk about weekend experiences, vacations, any interesting incidents and activities.

**Descriptive Word Game.** The teacher holds up a familiar object or picture in order to elicit descriptive words. The teacher asks, "What is this?" "What shape is it?" "What happened to the man's hat?" "What size is it?"

**Guessing-Rhyming Game.** The teacher says, "This little boy is Bill. He lives on a big, high . . . . Who can tell where Bill lives? It is a word that sounds like Bill." "Yes, it is hill." "Bill likes to sit on the window . . . ." "Yes, sill." "Who can give me another word that sounds like Bill and sill?"

**Rhyming from Pictures.** The teacher shows pictures

of objects that rhyme, such as a fan and a pan and a can. The teacher points to the first picture and asks what it is. "Yes, it is a fan." "Who can find another picture that rhymes with it?" A variation can be used by showing a picture and having the children tell all the words they can that rhyme with it.

**Dramatization.** The teacher reads a story and the children are encouraged to dramatize it, giving simple lines for the parts. For variation have group supply names in a familiar story. Have a wardrobe box in which simple costumes are kept for children to use. As a variation, make puppets and put on a puppet show.

**Making Scrapbooks.** Children can work singly or in groups and make scrapbooks of any size or shape. Cut pictures out of old magazines and paste in the proper scrap book.

"Dogs," "Cats and Kittens," "Farm Animals," "Funny Pets," "Things That Can Go," "Things to Eat," are examples of scrapbook themes.

### LEFT TO RIGHT DIRECTION

To develop left-right direction, the following activities are suggested:

1. The teacher always works from left to right on charts, moving hand or pointer in left to right movement

2. Pictures on the bulletin board that tell a story are always in a left to right sequence.

3. Whenever the workbooks are used emphasize the left to right sequence. This should also be the case when reading a story to the children and showing them the book

4. When any writing is put on the board emphasize the left to right concept!

5. Show by the use of other picture books that this is always true in telling a story and reading.

6. When teaching the name of any word, show that the left of the word is the beginning and the right is the end. Likewise, in sentences, the left end of the sentence is the beginning and the right is the end

### VISUAL DISCRIMINATION

Visual discrimination is developed by helping the child to see similarities and differences between words, phrases, and sentences.

**Finding Similar Shapes.** The teacher cuts pieces of tag board into various sizes, shapes and designs. Squares, circles, rectangles, stars, and other shapes may be used. The children are given sets of these cutouts, and asked to group them according to shape, size and color.

**Letter Game.** The children are given sheets prepared with short rows of lower case and capital letters. The

children are instructed to put a circle around the capital letters or the small letters.

A A a a a a A A A A a a a A

**Classification of Pictures.** The children are given pictures of various foods, clothes, animals, etc., and are told to group them according to size, use, or on some other basis.

**Picture Puzzles.** The teacher uses pictures and cuts them into pieces of various sizes. The children are to reconstruct the cut-up picture on stiff paper.

**Seeing and Drawing.** The teacher draws on the blackboard a large symbol which will be easy to reproduce. The children look at it for a short time; then the symbol is erased and the children reproduce it as accurately as possible.

**Guessing Game.** The teacher lines up a series of objects, pictures, or toys on the table. The children are told to look at all of them carefully. Then the children close their eyes while the teacher or a child removes one. The children open their eyes and guess what is missing. The child that guesses what toy is missing is "it" the next time. For variation the children are asked to remember the objects from left to right. While their eyes are closed, one child shifts the order of two or three objects and some child is chosen to rearrange them in correct left-to-right order.

**Finding Missing Parts.** The teacher may use pictures from various magazines. Parts of the pictures are cut off and the children have to identify the missing part(s). For example, a wing may be cut off the picture of an airplane, the string from a kite, etc.

**Change - O.** Draw a circle on the blackboard. Have the pupils take a good look at it. Then have the players hide their eyes while the teacher changes the circle in some way (drawing a line through the middle). Ask, "Who can tell us how the circle has been changed?" The child who describes the change correctly may be the next to change it.

For variation of this game use words and change one letter while eyes are closed and then see if the children can tell what letter was changed, and what the new word is. Example: went want

**Matching Capitals.** Words that are used in auditory drill should be followed by visual drill. Make copies of these words on the chalkboard: Matching capitals with small letters:

f	m	M	f
s	g	F	s
m	s	G	m
g	f	S	g

Have children match the letters with a pointer or yardstick.

## AUDITORY DISCRIMINATION

Auditory memory and discrimination are gradually developed through ear training to bring consciousness of similar sounds at the beginning and at the ending of different words. Following are suggestions for developing or expanding auditory discrimination.

**Finding Non-Rhyming Words.** The teacher pronounces a series of words that rhyme and one that does not rhyme. The children clap their hands when they hear the non-rhyming word. For example, the teacher says, "Gun, sun, bun, see, fun."

**Tapping Game.** The children listen while the teacher taps loudly on the blackboard, then faintly on the table, then loudly on the chair. A child is called on to repeat the tapping. A variation is for the children to count a series of taps and tell how many they have heard at a given time.

**Sounds Round About.** Have the group close their eyes and be as quiet as possible for a certain length of time. Ask them to listen for and remember all the sounds they can hear inside or outside the room. Encourage them to remember as many sounds as possible and try to locate them.

**Rhymes.** Children complete orally very short rhymes begun by the teacher. Example:

We have fun

When we

Encourage children to give incomplete rhymes for the group to complete.

**Nursery Rhymes.** Choral speaking of nursery rhymes and other simple poems is helpful to the child who does not have enough confidence to speak by himself.

**Sound Alike Names.** Call attention to names of children which begin or sound alike.

**Same Beginnings.** Ask children to listen for and name the words which begin with the same sound. Example: can, calf, cat.

**Given Sounds.** Have children listen for given sounds in a sentence while they close their eyes. When they hear a given sound in the sentence, ask that they raise their hands. Example:

Raise your hand when "s" sound is heard in the sentence: "Susan went to the toy store."

**Excuse by Sound.** Excuse children by saying, "All the children whose first names begin like 'pianb' may be excused." Use different words beginning with sounds of the children's names until all are excused.

## CONCEPT BUILDING

**Vocabulary Building.** The children in the group are arranged in a circle. Each child is asked a question. If the child cannot answer the question, he moves outside the circle and helps form another outer circle. The

winner is the child who remains to the very end. The children in the outer circle later have to answer the questions they missed. For example: What is a baby cow called?

**Guessing Opposites or Relationships.** The teacher says:

- (1) Candy is sweet but pickles are . . . . .
- (2) An airplane is fast but a horse is . . . . .
- (3) The sky is above; the ground is . . . . .
- (4) In the morning the sun rises, at night the . . . . .
- (5) A cat runs on its legs, but a car runs on . . . . .

**Storytelling.** The teacher starts a story by saying, "Once there was a little boy." Individual children are called on, each to make up a sentence until a story is completed.

**Wall Charts.** A large wall chart is made with pictures of all the characters in a preprimer story. The word accompanies the pictures.

**Experience Charts.** Children should be encouraged to write group stories. These stories grow out of special events and field trips and develop interest in reading. Children will begin to pick out familiar words and sentences.

## NEW WORD ATTACK

Most primary children have a major problem in learning to read well; therefore, the primary reading program must be composed of varied activities. The child who is a good reader in the primary grades uses several methods of attacking new words. Some of the methods are by:

- (1) Configuration
- (2) Some peculiarity in the word
- (3) Picture clues
- (4) Context clues
- (5) Recognition of a familiar part
- (6) Phonetic analysis
- (7) Structural analysis

The following devices and activities will help different children learn in different ways, since they have different abilities. It is desirable to supplement the usual reading children do in books by providing many more possibilities for reading practice and fun.

**General Word Perception.** A child needs to recognize words quickly in meaningful thought units.

**Airplane.** On a piece of cardboard draw a spiral path with a hangar at the end of the path. Divide the path into sections in which are printed words. Each player has a plastic airplane and sets of 1" x 2" cards with the same words as those on the path. The game begins with both airplanes in the lower left space and each player's cards face up. The first player reads the words on the top card, and if it is the same as the one in the first space of



the path, his/her plane is moved to that space. If not, he may not move. His card is placed on the bottom of his deck and the other player takes a turn. The winner is the person whose airplane reaches the hangar first. For variation, print sentences on the path. Example:

The ball is red.

Jump one.

The children play under the tree.

Jump two.

Run home.

**Card Drawing.** Print words requiring practice on cards. Place the cards face down on the table. The children in the group take turns drawing cards and reading the words printed thereon. If they are misread, the card is returned face down to the bottom of the pack. The winner is the person with the largest number of cards when the stack is gone.

**The Picture Dictionary.** The child or the teacher makes a scrapbook that is indexed. Both capital and lower-case letters are used. Illustrations are prepared from old magazines. As soon as a word is learned, the child pastes on the proper page the picture which corresponds to the word. Later the teacher may drill on words in the dictionary by giving the child small cards on which are printed the learned words. The child has to find the picture that tells the same story as the word and place the word under the picture.

**Fishing for Words.** Word cards are made and a safety pin attached to each. The word cards are placed in a large fish bowl. The child throws a piece of string with a small magnet attached to it into the fish bowl and pulls out one of the "Fish." If he can read the word on the card he may keep it; otherwise it must be thrown back into the bowl. The child with the most "fish" is the winner.

**Treasure Hunt.** The teacher places before the children a large box filled with small objects or pictures. Printed word cards corresponding to the objects or pictures are arranged along the blackboard ledge. Each child closes his/her eyes and draws an object or picture for which he/she must then find the corresponding word.

**Wheel of Chance.** A large cardboard clockface is numbered from 1-20 and fitted with a large movable hand. Alongside the clockface the same number of words or phrases are printed. A child flicks the hand with his/her fingers, sees the number at which it stops, then reads the corresponding word or phrase.

**Labeling.** Labeling is a worthwhile device only if it is made meaningful. When children bring in items these may be labeled. Shelves and cupboards in the classroom should be labeled to indicate places for supplies; children's books for wraps may be labeled.

**The Bulletin Board.** Interesting pictures with simple sentences of identification may be placed on the bulletin board.

**The News Corner.** The News Corner may be used for daily news pertaining to the children such as:

We will have music at 11:00 o'clock.

Tonight is P. T. A.

Tomorrow is bank day.

**Writing Stories.** Children write their own stories to accompany art pictures.

**Writing Letters.** Children write their own "get-well" cards and "thank you" letters.

**Letter Sound Picture Cards.** Make a card for each letter of the alphabet. Print the capital and small case letter at the top of each card. On the card have a picture to correspond with the letter. For example: A a. Have a picture of an apple and then underneath the picture have the word A p p l e printed and another word starting with that sound - a n d.

**Omissions.** When a child omits one or more words in reading a sentence, the teacher prints on the blackboard the sentence as the child reads it. Above this the sentence is written as it appears in the book. The child is to find out the difference between the two sentences. The child is thus made aware of the fact that each word has a definite meaning and is of importance in the sentence.

**Missing Words.** For children that have tendencies toward omissions, the teacher prints on cards words that can be made into sentences. Each child is given one of the cards, and takes a place in line in order that the sentence can be correctly read. Then individual children are asked to sit down, thus removing their words from the sentence. The children then read the sentence with the words missing and make the discovery that the sentence lacks meaning or has a changed meaning.

**Building Sentences.** The teacher prints words on cards and each child is given one of the cards. The child who has the first word of the sentence stands up and holds the word so all may see it. The child who thinks he/she has the second word takes a place beside the first and shows his/her word, and so on until a complete sentence is built. Then make phrases and use in the same manner.

**Answering with Phrases.** Short phrases from a story may be printed on cards and placed in the chalkboard ledge. The child will be asked to find the phrase that answers the question, as: "Where did the boy run?" "into the house."

**Finding Small Words in Big Words.** The teacher gives the children a list of compound words. The children are to draw a line around the little words that they hear in the big word. Example: something some thing

**Scrambled Words.** The teacher prints on the board a list of words in scrambled form. Children are asked to reassemble the words. Example: rac - car

**Opposites.** Four words are arranged in a row. The first word is the opposite of one of the other words in the row. The children are to draw a circle around the opposite.

Example:

big red come little

**Elimination.** The teacher prepares a series of four words, three of which belong together. The child draws circles around the three words that go together. Example: breakfast lunch town dinner

**Words.** Played like Bingo. A large card is divided into sections with a word printed in each section. The center section is left blank. Each word appearing on the large card is typed on a separate small card. The teacher calls off the words printed on the small cards. The players find the pronounced word on their "Wordo Card" and cover it with a counter. The child who first covers five words in any one direction is the winner and calls out "Wordo." He then repeats his/her words as a check.

**Cut-Outs.** The child cuts the word from the lower part of a page and pastes it beside a matching word in the upper half. Include some "jokers" in the lower half of the page.

**Playing Postman.** Print on cards words that need to be practiced. Have one box labeled "Mail Box" and another marked "Dead Letters" and have a slit cut in the top of each box. The children draw a word from a pile of face down cards. If the child knows the word on his/her card, he/she may mail it; otherwise the card goes into the dead letter box. The child should strive to mail all his cards as "letters."

**Matching.** Write a list of ten to fifteen words on a large chart. Prepare a series of small cards; number them from one to ten or fifteen and put them in a hat. The player draws a number and then reads the corresponding word.

**Word Tree.** Draw a large tree on tag board with bare branches. Prepare a set of leaves with the vocabulary written on the leaves. If a child can read the leaf, the leaf may then be pinned to a branch. See which child can pin up the most leaves.

**Spin the Platter.** Use a large oak-tag circle. Around the outer edge paste pictures: apple, baby, horse, chair, etc. Attach a large pointer to the center of the platter so that it spins easily. Print sets of corresponding word cards and give each player a set. Each player spins the pointer and must find from his/her stack the word that describes the picture at which the indicator stops.

**Find the Sentence for the Picture.** Cut out attractive pictures from old magazines or books. Prepare a set of cards with one sentence on each card. Each sentence should describe one of the pictures. The child matches the sentence to the picture.

**Building Compound Words.** Use strips of oak-tag for set of word cards. Print a compound word on each card. Snip the words apart into their compound parts. The children rearrange these slips to see how many big words can be made from the little words.

**Self-Portraits.** Children work in pairs and draw each others' outline on paper. Each finishes his own life-sized portrait, "dressing" himself in his favorite outfit, and

then cuts out his picture. Children write individual stories to accompany the portraits.

**Action Words.** To emphasize the meaning of words, assemble a pack of action word cards:

run jump come go laugh

The leader shows one card and calls on someone in the group to do what the card says.

## REVERSALS

**Trace and Vocalize.** The child traces over a word with which he/she has had difficulty. As the child traces over each letter, the sound is vocalized. He/she should finish the tracing and sound of the word at the same time.

**Slow Exposure.** The teacher holds up a card that is covered with a marker. The marker is slowly moved to the right, so the letters are exposed in proper sequence.

## CONFUSED LETTERS

**Confusion.** Letters frequently confused are "b", "d", "p", "g", "q", "l", "f", and "i"; "m" and "w"; "u" and "n"; and the vowel sounds. Point out the differences (face different directions).

**Emery Letters.** Print the confused letters on a card and have children trace over them. Have the letters cut out of black emery paper pasted on white paper.

The "b" and "d." Have pictures illustrating words that begin with "b" and "d," such as "boat" and "duck." The picture should be pasted alongside the rounded part of the letter. In each case the picture accents the direction of the rounded part of the letter.

## SUBSTITUTIONS

**Synonym Clues.** Extensive drill on context clues will help eliminate many erroneous word substitutions. The child should be taught to see that the word which has been substituted for the correct one cannot have much meaning in relation to the sense of words which has been correctly recognized.

**Looking Beyond.** The child should be trained to look beyond a word which is presenting trouble to discover whether the following few words will give any clue to the meaning of the difficult word.

## INITIAL SOUNDS

**A Sound and a Word.** Initial sounds should be taught before medial or final sounds. The best letters with which to start are "f", "g", "b", "c", "h", "l", "m."

Ask the children to listen carefully to pronunciation of words and to listen particularly to initial sounds. Have children say a letter sound and give words which begin with the same sound. Have the children think about the way their lips and tongue feel as they say the word. Associate the sound with the name of the letter.

**Initial and Final Sounds.** The following letters or blends should never be taught in isolation. They should appear in words the child has learned in his basic sight vocabulary before they are studied as letter sounds. The initial sounds are:

st br dr cl pl tw sw  
wk ch tr gr sm fl sp

Final blends are:

sh on nk  
ch ck nt ty  
al ly rk

Two-letter combinations given as a single sound are:

th sh ch

**Sounds Alike.** The teacher writes words on the blackboard and the children are called upon to underline the sounds that are alike.

**Find a Word Card.** The teacher places word cards in the chart holder. The teacher pronounces a word and a child is called upon to find a word card that begins with the same sound as the one pronounced.

**Dictation.** The teacher dictates a series of words and children write the letter representing the initial sound heard.

**Riddles.** The teacher writes one of a family of words such as "day," on the board. The children are called upon to give words that rhyme with "day." Have them write the words on the blackboard.

**Finding Partners.** To one-half of the class the teacher passes out cards bearing word families "ame" and "ake." The other half of the class receives the consonant cards. The children try to make a word by combining their cards. When a word has been made, the child says, "We made 'came' with our cards."

**Sound Dictionary.** As the various consonant sounds are being studied, the child finds pictures in old magazines and the pictures are then pasted in the appropriate place in the book.

**Matching Word Parts.** Print words containing the consonant blends and phonograms on cards of the same size. Cut the words in two, dividing the words after the initial blend. Ask the children to assemble the words.

**Initial Blends.** After initial consonant sounds have been learned, initial consonant blends may be introduced. Pronounce words that have the same sound, with the children adding words to the list.

Print on cards words beginning with the blends

children know. The child draws a card from a box and gives a word beginning with the same blend as does the word on the card drawn.

**Toss the Block.** This is a phonics game played with small building blocks on which initial consonants have been planted. The children take turns tossing the block, noting which letter comes up on top, then giving a word beginning with that consonant sound. Later, to make the game harder, add blocks with vowel sounds. The youngster tosses two blocks, one with consonant letters, one with vowel letters. If a youngster tosses a "g" and an "a" he she may give the word "game." For variation use consonant blends.

**Beginning Initial Sounds.** Draw a picture of a large apple tree on the board or tagboard chart. Put a dozen apples on it and on each apple put a word that begins with a particular sound being studied. The child is to pick apples. The child getting the most correct sounds wins the game. If he she misses an apple with a sound he she must "fall out of the apple tree" and let someone else have a turn.

**Game for Beginning Consonants.** Put pictures of a boy and girl at the bottom of the hill pulling sleds or wagons. Then say: "Let's play we are going sliding or riding. To take your sled or wagon up the hill, you must say a word that begins with each sound of the letter. If you make no mistakes, you may slide down the hill."

**Discrimination for Initial Consonants.** Write ten pairs of letters on the chalkboard: Some pairs of these letters are alike, others not alike:

l-l o-s f-r f-t m-m n-r  
o-c l-f n-n j-i f-f d-b

Have children circle the pairs that are alike. Give definite instructions and be very careful children do not confuse the d and the b.

**"Target" - Beginning Consonants.** A large wheel is drawn on the board or on oak tag to be used on the floor. Letters or words beginning with the letters to be taught are placed upon the spokes of the wheel. Child throws bean bag or dart at the wheel. He / she must make a word beginning with the sound he / she hits. If the word is said correctly a point is scored. This game can be varied, using syllables in place of letters.

**Spin and Say.** A board containing a spinning arrow is used. Pictures or consonant letter sounds are placed around the board. When the arrow hand stops spinning it points to a picture or letter sound. If the child makes the sound correctly or forms a sentence using the word, he / she has another chance to spin. Numbers may be used instead of pictures, sounds or words. If, for example, the hand stops at number 4, the child must give the name of four pictures beginning with that sound (use picture words containing sounds), or give four words having the sound, or make four sentences using words containing the sound.



## FINAL SOUNDS

**Rhyming Sounds.** The child is given ear training by being made aware of words that rhyme. The teacher gives a word like "at" and the children give words that end in the same sound. List them on charts for review. List them on the board and have a child underline the parts that sound alike.

**The Pointing Game.** The teacher puts a list of words, such as "rose," "jump," "run," on the board. The teacher pronounces all the words on the board, pointing to them as he/she says them. Teacher then says "nose," and the child points to the word that sounds like it.

**Matching Rhymes.** The teacher prints words on the left side of a large card. The child finds words, on small cards, that rhyme with the word printed on the large card, and places them on the right of the rhyming word.

**Selecting the Rhyme.** In a list of words the child underlines the words that rhyme with a given word.

## MEDIAL VOWEL SOUNDS

**Sounds Alike in the Middle.** After the children have been introduced to differences in sounds of the short vowel sounds, practice should be given in context reading. Multiple choice words will make the children focus attention on the medial sound. For example:

Nancy                      some nuts out of her pocket.  
book    shook    took

**Select the Right Sound.** Practice in context reading should make the children focus on the total word. Multiple-choice sentences that include initial and medial letter differences should be constructed. For example:

The farmer was in his  
bag    hat    hut

**The Changeover.** The teacher writes the word "bell" on the blackboard after the children have learned the phonogram "ell." The children give words that rhyme with "bell." Then the word "bell" is changed to "ball" and the children show that a change in one letter changes the sound and the word. The children give rhyming words for "ball" and draw a line around the parts that look alike.

**Card Calling Game.** On small cards are printed words with different vowel sounds such as "pit," "hat," "wig," "can," "ran," "sat," "big." Shuffle the cards and pass out four to each child and place the pack face down on the table. The first player reads one of his four cards and if any one of the players holds a card that contains the rhyming word, he/she must give the card to the player calling for it. Each player has a turn until all cards are exhausted from the pile. When a player fails to get a card from any of the players, he/she draws from the pack on the table. If he/she fails to get a rhyming word,

or if he/she cannot read the chosen card, he/she must discard. The player with the most rhyming cards at the end is the winner.

## SOUNDS IN GENERAL

**The New and the Old.** In teaching letter sounds it may be found helpful to identify new sounds with familiar sounds. For example:

- "wh" The sound you make when you blow out a candle.
- "r" The sound a lion makes when he roars.
- "sh" The quiet sound.
- "ch" The train engine sound.
- "ow" The sound you make when you hurt yourself.
- "o" The sound you make when you are surprised.
- "ow" The sound the wind makes.
- "oo" The sound the radiator makes when the steam is coming out.
- "s" The sound the dog makes when he is hot.
- "gr" The sound the dog makes when he growls.
- "m" The sound we make when we eat something very good.

**Picture Sounds.** For children who have difficulty with certain sounds, use picture cards for the specific sounds, have the children name the picture cards.

**Silent Sounds.** In dealing with words with silent letters children may be told these letters are "too lazy to say sounds."

**Family Sounds.** The teacher lists words on the board and the children copy them in groups according to their families or according to the initial consonant sound.

**Experiencing Word Elements.** The recognition of word elements may be expedited by having children draw a line around the element being studied wherever it may occur in the printed material.

**Beginning or End?** The teacher pronounces words which either begin or end with the same letter sound. The children indicate whether the sound is at the end or at the beginning of the word.

**Vowel Changes.** The teacher lists words on the board to illustrate the effect of changing the vowel, or of inserting an additional vowel in short words.

**Final "E."** The child is shown how final "e" changes the sound and the meaning of words. Final "e" makes the preceding vowel "say its own name." Whenever possible, illustrations should be used. For example cap - a picture of a boy's cap. When the teacher adds the "e" to make cape, a picture of a doll's cape is shown.

**Double Vowels.** The child is shown the difference in the meaning and the sound of words when a double vowel is substituted for a single vowel. Example:

Met - meet

**Initial Sounds and Blends.** Improving initial sounds and blends may be accomplished by printing all the letters of the alphabet and all the initial blends on separate cards. The children take turns giving a word which begins with the letter or blend sound. The winner is the child who has the greatest number of cards. For variation try to compose words from the letter cards.

**Barnyard Frolic.** Assemble two sets of word cards with the name of one animal commonly found on a farm on each card. Example: dog -- lamb -- duck -- goat -- chick -- hen -- rooster -- cat -- bee -- sheep -- pig -- horse. Print the word "barnyard" on one of these cards. The leader keeps a complete set of cards and distributes one card to each player. When the leader holds up the card with the word "dog" on it, the child who holds the matching card must "bow-wow" like a dog, and so on. When the leader holds up the word "barnyard" each child must respond with the typical sound made by the animal named on his card.

**Word Cards.** Prepare word cards taken from the vocabulary list. Choose a leader to distribute cards. The leader says, "Who has a word that begins like 'banana'?", etc. The players whose cards answer the question will read them aloud and then drop them into a box.

## CONFIGURATION

**The Differences in Words.** The teacher discusses differences in words, notes differences in length and height and directs attention to striking characteristics in certain words.

**Searching for the Hard One.** A word that is causing difficulty may be found by the child on a printed page.

**Difficult Words.** A word that is difficult for a child may be written on a card. The teacher pronounces the word; the child repeats it. Then the pupil traces the word with his/her finger as the word is pronounced. He/she then writes the word without copy, saying the syllables silently. Then the word is used in context.

**Choosing the Word.** A picture of an object is at the left of a card. To the right are three sentences using three words of similar appearance. The child draws a line under the sentence that tells about the picture. Example:

A picture of a dog.      This is a boy  
                                 This is a dog.  
                                 This is a day.

**General Appearance Words.** Cards are prepared which contain words having the same general appearance. Each word appears on two cards. The children are given the cards and asked to find the pairs of words which are exactly alike.

**Key Words.** Groups of words are printed on the board and children are asked to draw lines under the words

which are the same as the key word above each column.

Example:

wall  
ball  
tall  
wall  
fall

**Similar Words.** Difficulty in distinguishing between certain similar words, such as "band" and "hand," may be eliminated by constructing sentences which contain confused words.

**Complete the Sentence.** Different types of completion sentences which employ words of similar appearance can be given.

Example:                      live in barns.

Boys and girls live in  
                                 houses                      horses                      have

**Matching Phrases in Sentences.** At the left of a card print two phrases of similar appearance. Directly opposite each phrase is a sentence using the phrase. The child is to underline in the sentence the phrase which appears opposite it. Example:

big boat                      John has a big boat.  
big goat                      Judy has a big goat.

**Figure the Configuration.** The class reading may be used as a basis for drill on configuration by use of questions with multiple-choice answers. Example:

When did Jack go to school?

in water  
in winter  
in wanted

## ENDINGS

**Find the Different Word.** The teacher puts three columns of words on a chart and the child is to find and pronounce the word in each row that is different from the other two. Example:

walk	walked	walk
jumps	jump	jump
want	want	wanting

**Singles or Pairs?** Pictures on a chart are used to illustrate objects shown singly or in pairs; for example, two apples, one cup, etc. The child is to find the printed words containing the singular and plural of each object on the chart.

**Plurals.** A list of words is printed on the board. The teacher asks the children which words in the list can be changed by adding "s." Add the letter to the end of each word. Then ask which words can be changed by adding, "ed," etc.

**Finishing Words.** The child is given a card containing sentences, such as:

Patty is play.                      with her doll.

Peter ride ... the horse.

This tree is small ... than the house.

An envelope containing endings accompanies the card. The child is to select the proper endings for the unfinished words.

**Correct Endings.** Oral drill on word endings may be conducted by the teacher saying, "I can run, run, running." Each child is to select the one which is correct.

### CONTEXT

**Anticipate the Meaning.** When a child encounters a new word which he cannot read, the teacher may encourage first reading the rest of the sentence and then coming back to the unknown word. This teaches the child to anticipate meaning.

**Contextual Word Usage.** New words should be introduced in sentences that give their meaning or by questions that will lead to their meaning. When the correct words are given, the teacher prints the words on the blackboard.

**Illustrated Words.** New words may be presented by illustrations.

### PHRASE READING

**Phrase Cards.** The teacher has phrase cards placed in the pocket chart. She reads one of these phrases and calls upon a child to find the card and then the child reads it to the class.

**Phrase Card Questions.** The children are given several phrase cards based on a story which they have read. A question which can be answered by one of the phrase cards is written on the board by the teacher. The child who thinks he, she has the phrase to answer the question correctly, reads the question from the board and the answer from his, her card.

**Guessing Pictures.** The teacher gives the children phrase cards and tells them to draw a picture that tells the same story as the card. After the pictures have been drawn, the children hold up their pictures for the class to see. Then the children guess what is on the phrase card. For example:

Three big cats

A little red house

**Original Story Writing.** Write an original story or take a story from a book. Divide and cut the story into phrases. Have the children arrange the phrases into sentences making the story.

### SENTENCE READING

**Writing Stories.** The children are encouraged to compose original stories.

**Following Precise Directions.** The children are given pictures with precise directions underneath which they are to follow.

**Developing Sentence Understanding.** Develop children's understanding of sentences by asking various types of questions. "Who?" "What?" "When?" "Where?"

**Finding Exact Words.** Develop children's understanding of sentences by asking them to find in a story the exact words that answer the question.

**Yes or No Questions.** The teacher gives the children printed sentences with specific questions asked about each. The important ideas of the sentences can be answered by "yes," or "no."

**Scrambled Sentences.** The teacher writes a jumbled sentence and the children are to re-assemble the sentences. Example:

Baby down from her seat slid

Find the Joker. Prepare a series of groups of three or four sentences, one of which does not belong, such as:

Baby has a new dress.

The dress is blue.

The dress is very pretty.

The cup fell on the floor.

The child indicates which sentence is out of place and why.

**Building Sentences.** Prepare simple sentences on oak tag. Each sentence must have a distinctive ending, as in the following example:

Dogs bark.

A squirrel has a bushy tail.

A midget is very, very little.

Cut the sentences into two parts and put them into an envelope. The child rearranges the sentences so that they are reconstructed.

### PARAGRAPH READING

**Matching Titles with Paragraphs.** The children are given a paragraph to read. A list of suggested titles is prepared. The children are to find the best title.

**Following a Sequence of Events.** The children are given a paragraph to read. A series of events is listed and the children are to arrange them in the proper sequence.

**Cause and Effect.** The children are given a paragraph to read and specific questions are asked to show cause and effect.

**Riddles.** The children make up and exchange riddles. They then try to answer the riddle.

**Following Directions.** The teacher makes up exercises with specific directions to follow. Example:

Put a circle around the color word. Put an X on a word that is a number. Put a red line under something you eat. Make three lines under the word "house."

## READING GAMES AND STRATEGIES FOR INTERMEDIATE GRADES

### GAMES FOSTERING LANGUAGE ARTS ABILITIES

**A Guessing Contest.** Materials needed are duplicated sheets to give to participants; or the chalkboard may be used.

This contest should begin with very easy questions and gradually increase in difficulty. In this way every pupil will be able to make a start in the contest, and the final showing will be a fairly good test of the reading stage of each child. Such questions as the following would do for a start, but the final ones should be based on books in the classroom library.

Who lost her slipper at a party?

Who was shipwrecked alone on an island?

Whose life was saved by an Indian girl?

Who made a famous midnight ride?

**Bulletin Board Books.** Materials needed are small cards, (e.g., 3" x 5") and a convenient bulletin board.

After reading a book, the children write the name of the author and book they have read on a card. On the card they also write a one or two sentence summary of the story and indicate why they liked the story. These cards are tacked to the bulletin board where others can read them.

**Shadow Box.** Materials needed are a box with the top removed, colored paper, paints and clay.

The class, or part of the class, selects a favorite scene from a favorite book. A committee makes characters out of stiff paper or clay, decorates the box appropriately, so that the box looks like a stage production of the book. This may also be done individually and there may be as many scenes as there are pupils in the room.

**Dramatizing.** Staging and costuming may be as simple or elaborate as the class and teacher wish.

Scenes from stories familiar to the entire class may be presented by members of the class, with parts changing to give everyone who wishes a chance to be in it. On the other hand, several pupils who have read a story with which the class is not familiar may do a scene or two from it to encourage others to read it. Words may be those of the author or the actors may make up their own lines.

A variation of this may be for several pupils to practice scenes and key lines without letting the rest of the class know what story they are rehearsing a scene

from and then present it as a contest to see who can guess the source of the scene.

**Book Bee or Book Quiz.** Children taking part are divided into two teams. There are scorekeepers. A master of ceremonies may ask each group in turn questions about books and authors, or each group may quiz the other.

**Who Wrote It?** Materials needed consist of two sets of oak tag cards. One set bears the name of a well-known author, the other set contains stories written by that author that are included as good literature for children. One author may have several story cards.

Author cards are placed in a stack face down on a table before the two or more pupils playing. The story cards are placed face up so that each one is showing. Taking turns, each participant draws an author card, and after showing it to the other players, picks up all the story cards bearing the name of a story written by that author. If he / she fails to pick up any he / she must put the card under the stack, and the others continue. If he misses a story after having found one or more and other players recognize the error, they may keep the story cards he / she missed as bonus cards. To avoid disputes, each should have a turn deciding if a card has been overlooked, starting on active player's left and going counter-clockwise.

Scores are obtained by counting a point for each story card taken and two points for each bonus card.

Additional new authors and story cards are added as the year progresses.

**Who Am I?** After reading stories about famous men and women, each pupil writes a short paper about a man or woman; he gives progressively easier clues to the identity of the person, but never quite reveals the name. After each clue, the other members of the class guess who the subject is. To add a modern touch, the game could be played as a radio or TV quiz show with simulated prizes to winners.

### INCREASING WORD PERCEPTION

**Dictionary Readiness.** Each child should be encouraged to make his own dictionary. When a new word is learned, it is entered in the child's dictionary with its meaning. When eight or ten words accumulate on a page, these may be rewritten in alphabetical order.

**Type Words.** The teacher prints on the blackboard lists of words appropriate to a particular type of story. The

children are told to choose the words that can be used with that type of story. For example, the following words could be given:

magic	corral	lasso	rescue
giant	dwarf	cowboy	maiden
ranch	dude	gnome	pasture
sword	bullet	ogre	airplane

Children are told to select words that would best be used in a fairy tale.

**Making words.** The teacher prints a word on the blackboard in column form, the first letter is on the first line, the second letter underneath the first, and so on. The same word is then printed backwards in column form opposite the first column. For example, the word "catastrophe" would look like this:

c	e
a	h
t	p
a	o
s	r
t	t
r	s
o	a
p	t
h	a
e	c

The children think of words beginning and ending with the letters that are opposite each other and write them in. In the example above, the first word might be "cake." The winner may be the first one finished, or the child who has the most words. The teacher or group may establish rules with regard to length of words which will be acceptable. Thus, three and four-letter words only may be used.

**Scrambled Words.** The teacher prints on the board a list of words in scrambled form. Alongside each she may give some clue, such as the definition, classification, etc. Children are asked to reassemble the words. For example:

- (1) t-h-n-e a-d-e-r-u-n This word means "below" (underneath)
- (2) h-c-e-r-e-c-s This word means "howl" (screech)

**Crossword Puzzles.** For a review of vocabulary, modified crossword puzzles may be given. The teacher supplies the first letter and the correct number of spaces, and the children fill in with the correct word. Example:

- (1) to feel with the hands g (grasp)
- (2) to raise the spirits of e (elate)
- (3) largest sail of a ship m (mainsail)

These may be adapted to include words useful in other activities.

**Opposites.** A numbered column of words is printed. Parallel to this column there is a second column of words

which contains the opposites of the words in the first column. These opposites are not numbered, and they are not in the same order as the words in the first column. The child is to place the number of a word in the first column in front of the word in the second column which is its opposite. Example:

- |             |             |
|-------------|-------------|
| (1) enemy   | ( ) light   |
| (2) dark    | ( ) evening |
| (3) pretty  | ( ) friend  |
| (4) morning | ( ) ugly    |

**Classifications.** The teacher prepares a list of words that can be separated into two or more general classifications. The children attempt to arrange these words in the proper groupings. Example:

cabbage	Vegetables	House
roof	Cabbage	roof
automobile	radish	window
horse	potatoes	ceiling
celing		
radish	Transportation	
carriage	automobile	
windows	horse	
potatoes	carriage	

**Same-Different Words.** Two lists of words are written in parallel columns. The child puts an "s" between the two words on one line if they are similar in meaning, a "d" if they are different. Exar. le:

beggar	(d)	bedroom
huge	(s)	big
near	(s)	close
around	(d)	above

**Excitement Words.** The children read an adventure story or some other exciting tale. After it is read, they underline words, phrases, and events which make word pictures or are used to create excitement.

**Alphabet Game.** The purpose is to improve initial sounds, initial blends and spelling.

Make a number of small square cards on which are printed all the letters of the alphabet, one letter per card. Three or four of each of the vowels should be included. All the initial blends like "gl," "tr," "st," etc., may be included.

Two or more people may play. The cards are placed face down on the table. The players take turns selecting a card and naming a word which begins with that letter or blend. If they cannot name a word in a reasonably short time, they put the card back. When all the cards are picked up, each player tries to spell as many words as possible with the cards collected. The winner is the person who has the greatest number of cards and words combined.

**Authors.** The purpose is to develop word discrimination. Cards of approximately the size of regular playing cards are made from tag board or heavy construction paper. There are four cards in each book.



and there are as many books as desired. A book consists of the four forms of a verb such as: play, plays, played, playing. The order of the words on the cards is rotated. The first word on the card is underlined and serves as the name of that card.

Three or more play the game, depending on the number of books in the set. Each player is dealt four cards and the remainder of the pack is placed in the center of the table, face down. Each player in turn asks another player for a particular card to be used in completing his book. If he/she receives the card, he/she may call again. He/she continues to call for cards as long as he/she receives the cards asked for. When he/she fails to receive the card, he/she draws from the top of the deck on the table. If the player draws the card for which he/she called, he/she may continue his/her turn by asking for other cards as before. When four cards of a book have been completed, the book is placed on the table in front of the player. When the books have all been assembled, the player having the most books is the winner. Each player is required to repeat each word in each book.

**Fish.** The purpose is to develop word recognition. Materials consist of duplicate cards in pairs with one word on each card made on oak tag

can can head head cat cat

The cards are dealt one card at a time, each player holding five cards. The remainder of the pack is placed in the center of the table, face down. The object of the game is to get as many pairs of cards as is possible and the winner is the one with the largest number of paired cards on the table in front of him/her at the end of the game when all the cards are matched. The player on the dealer's left starts by asking any child for a card that matches one of the cards held in his/her hand. For example, he/she may hold the word "which" and he/she asks someone for the word "which." If the child asked has the card, it is given to the first player. This player continued to ask for another card until successful. When the one asked does not have the card, he/she says "Fish," and the child takes the top card from the pack. The game continues in like manner to the next player, etc. This game may be played with two or more children.

**Crazy Eights.** The purpose is to provide practice on initial and final consonants, blends and finding small words in larger words. The materials consist of a deck of 40 cards (2"x3"). Words containing parts to be emphasized are printed clearly near the top of the cards. For example: if ing, er, ew, and ight, are to be studied, print 10 cards with words containing ing, 10 with er; etc. Make six extra cards upon which the figure 8 has been printed.

The game is for two or more players. The object of the game is to get rid of the cards. Deal 4 cards to each player. Place the remainder of the pack in the center of

the table. Player at left of dealer begins by placing any one of his cards face up on the table, reading it aloud. The next player must play a card from his/her hand containing the same word grouping (for example: if the first person plays night, the second person must play a card containing ight). If a player does not have a card with the same word grouping and has an 8 card in his/her hand, he/she may play the 8 card and call for another group to be played. Naturally, he/she will call for the group of which he/she has the most cards. If, on the other hand, he/she has no 8 card and cannot play, he/she may draw three times from the pack. If failing to draw an 8 card or a word card he/she can play, a turn is lost and the next player may continue. If a player does not read the card he/she plays, he/she must take the card back and lose his/her turn. If read incorrectly, he/she must take it back also.

**Change Over.** The purpose is to provide for word analysis, drill on initial consonants, blends and endings. The materials consist of cards of oak tag (2" x 3") with words printed on them:

hat	shell	will	all	sing	sand	look
cat	well	spill	tall	wing	band	book
rat	fell	fill	wall	swing	land	brook
sat	tell	bill	ball	bring	hand	shook

Also four cards having the words "change over."

Deal out five cards. The child to the left of the dealer plays any card, naming it. Next player plays a card that rhymes or begins with the same letters. For example: if bill has been played, fill, rhyming with bill, or band, beginning with the same letter, could be played. If a child cannot play, he/she draws from the extra cards until he/she can play or has drawn three cards. If a "change over" card is drawn he/she may play that card and name a word that can be played on. The first person out of cards wins.

**Old Maid.** The purpose is to improve visual discrimination, build sight vocabulary. The materials include a deck of about 20 cards, with one additional card for the "Old Maid." At the top of the card print one word, on another card print the word again, making a pair. Prepare all the cards in this way, all cards having pairs except the "Old Maid." One word alone may be used for the "Old Maid" card and can be changed frequently, thus eliminating the chance of memorization.

Deal out all cards. Beginning with the person at the dealer's left, take turns drawing cards, each person drawing from the person at his/her right. As pairs are formed, the words are pronounced and the "book" placed on the table. Continue until all cards are matched and one person is left with the "Old Maid."

**Phrase Puzzles.** The purpose is to increase speed in recognition of phrases. Make several phrases on oak tag large enough to cut. Have several sets in envelopes and

have each set cut differently. Be careful not to cut words in two.

Give each child a set of phrases. Have a stop watch and time the children while they are completing the phrases. The child who first completes his phrases and repeats them correctly wins the "race."

**Football.** On a large piece of paper draw a football field with sections to represent ten yards each. The game begins at the fifty-yard line, where a cardboard ball is placed. A set of cards with a word on the first card. If the word is correctly read, he/she moves the ball ten yards toward the goal. If read incorrectly, it is considered a fumble and the ball goes ten yards toward his/her own goal. When a child crosses the opposite goal line, his/her score is 6. If the next word is read correctly, he/she adds one point to his/her score. New words in a story could be used for this game.

**Compound Words.** The purpose is to recognize how two words may be put together to form one word. Cut out strips of oak tag (1" x 1½" x 1"). Write a compound word and then cut it apart between the two words that make up the compound word. Example: daylight, sometime, everywhere. Put about twelve of these in an envelope.

Have the children put the two parts of the compound word together, making as many words as they can and then writing these words on a slip of paper.

**Contractions.** The purpose is to be able to recognize which words may be combined to make a contraction. Cut strips of oak tag about 1" x 3". On one piece write a contraction such as "can't." On another write the words "can not." Put about six sets of words in an envelope.

The child will match the contraction with the two words from which it is derived.

Example:

can't	can not
don't	do not
won't	will not

**Rhyming Words.** The purpose is to hear similarities in endings of words. Use a piece of colored construction paper (9" x 12"). Make a 2" pocket by turning up the length of the sheet. This is then divided into 3 equal pockets by stapling. Put a picture of the word to be rhymed at the top of two of the pockets. A set of words that can rhyme with the pictures are well mixed and put into the center pocket.

The child takes the word cards and puts them in the proper pocket under the picture with which it rhymes.

**Syllables.** The purpose is to be able to divide words into syllables and to tell how many syllables there are in words. A pocket chart as described in the above activity may be used for rhyming words. A set of one-, two-, and three-syllable word cards will be needed.

The child takes the word cards and puts them in the

correctly labeled pocket according to the number of syllables each word contains.

**Word Wheels.** The purpose is to recognize prefixes and suffixes. The materials consist of a wheel made of two 8" circles of oak tag. Each circle has a slot about ¾" x 1" cut near the outside of the circle. Words are printed on the inside of the circle so they can be read through the window. On the outside of the circle a prefix or suffix is printed so it will make a word when turned to line up with a word underneath. The circles are put together by using a brad in the center.

The children may work individually or in pairs. After each word is read correctly, the wheel is turned until a new word appears.

**Individual Seat Work.** The purpose is to give practice with the skill in which the individual child needs more work. The material consists of plastic covers similar to those used by salesmen to protect their display sheets. These can be made by taking a sheet of plastic and cutting it to the size of the work sheet being used. It should be large enough to enclose the sheet on both sides. Use any previously made work sheet. Workbook sheet or pages from "Eye and Ear Fun" are very good. "Crayoff Crayons" must be used.

Insert the desired worksheet into the plastic cover. The child uses the crayon to write his answers on the plastic. Both sides can be used. After his work has been corrected, use a cloth to rub off the writing and both the worksheet and plastic can be used over and over.

**Secret Messages.** The purpose is to use the alphabet readily in its proper sequence. The material needed is a large sheet of paper on which has been written a message in code. A simple code might be to write the message using the next letter in the alphabet instead of the correct spelling. For example:

l u b o e v q      stand up

The children decipher the coded message and then carry out the action of the message.

## INCREASING WORD DISCRIMINATION

**Calling-Card Game.** The materials needed are oak tag cards, 40 in all.

Deal out seven cards to the players and put the rest in a center pile. These cards have twenty words on them altogether, with each word repeated once. As players match words, they lay their cards in pairs down before them. They take turns calling for words from other players, and the remaining cards are dealt out as needed. The child who matches all his cards first is the winner, and the others count the cards they have left.

**Pick Out the Word.** Prepare papers containing lines of words that are very similar in appearance. The teacher pronounces one word in each line and the children un-

derline the ones pronounced. Speed should be increased as need is seen.

**Authors Game.** Sets of four cards containing words with similar endings, beginnings, or general appearance are included in a deck of several sets. Rules for the familiar game of Authors are used.

**Spinning Wheel.** Two circles made of oak tag are needed. One circle should be about 8" in diameter, the other about 11". A fastener is used to hold the two together at the center, but permits the top (smaller) wheel to spin.

Words are written around the edge of the larger wheel and an arrow drawn on the smaller one. Players spin the smaller wheel and pronounce the word indicated by the arrow as the wheel stops. Points can be given for correct pronunciations.

### IMPROVING WORD RECOGNITION

**Fishing.** Oak tag cards with fasteners or paper clips attached, small dowel-like poles with a string attached to one end, and a magnet attached to the string's end, will be needed. Cards may be cut in the shape of a fish, or left in square or rectangular shape. One side of the card will bear a word with a number denoting its value or "pounds." These "fish" are put face downward and pupils fish for them. As one is "caught," the child tries to pronounce it (and tell its meaning). If he is successful, he keeps it; if not, he throws it back, face downward. A player wins who has the most "pounds" at the end of the game. New words should be added as encountered in reading lessons.

**Wordo.** Several large cards of approximately 6" x 8" in size will be needed. Small cards, each containing one word, and small wooden counters, small circles of colored paper, or beans will also be needed. Divide the large cards into twenty-five squares, covering one side of the card. Write or type words in each square, changing the order of appearance on each card. Free center may be put in the center square.

This is played like Bingo. A "caller" pronounces words appearing on the cards, and the players attempt to get five words covered in a straight line horizontally, vertically, or diagonally, to win. The one who calls out "Wordo" must read back his words covered as a check.

**Flash Cards.** Those children needing drill on certain words can be shown them on cards quickly by the teacher or helper. They attempt to pronounce the word as soon as they think they know what it is. Words should be repeated frequently when they are difficult, and new words added as needed.

**Guessing Game.** Words to be learned or that are to be recognized quickly are written on the chalk board, or on a chart. One child is "It" and selects a word without

telling the others which one it is. They take turns guessing, and when one guesses, he or she becomes "It."

**Football Device.** The materials needed are a piece of stiff paper cut out in the shape of a football with a slit in the center, and several strips of paper, bearing the words to be drilled on by pupils.

This would work best with a small group so that each will be close to the device and be able to see the words. The teacher or a helper pulls the strip containing the words past the slit in the football. Those practicing will name the words appearing through the slit.

**Putting Out a Fire.** A burning building with a fireman's ladder leaning on a window is drawn. A word to be known is written on each rung of the ladder. The "firemen" (players) attempt to rescue the people in the house by pronouncing each word correctly. Words may be changed as they become too easy.

### INCREASING VOCABULARY

**Descriptive Crosswords.** Pupils select a noun and write it vertically on their papers, one letter per line. They then try to make adjectives that will describe the noun, using these letters.

G...racious

I...gnorant

R...egal

L...anguid

**Spelling Golf.** Materials needed include a book, paper and pencil. Open the book at random and cover all but three letters of words on the left-hand margin, using nine lines. The object is to keep the score low by making words with the addition of fewest letters. If a word is made with the first three letters, it must be added to and changed. Each letter is a stroke. Longest words made may be a variation.

**Fun with Words.** Materials needed include dictionaries and chalk-board. The class is divided into groups. The teacher puts a word on the board. Each finds the word in a dictionary, learns the meaning and pronunciation (and diacritical markings, perhaps). The one who does so first wins a point for his team.

**Word Pyramids.** Start a pyramid with one letter. Add a word below, using one additional letter. Keep adding letters, and the one with the highest pyramid wins.

**Dictionary Challenges.** Dictionaries will be needed. The teacher will issue challenges like the following for pupils to answer:

1. How many synonyms for "funny" can you find?
2. How many meanings for the word "run"?

**Make a Word.** The teacher or pupils select a word and everyone writes it vertically on one side of his paper. He then writes the word backward and vertically on the same lines, but with space between it and the first letters. The object is to use these letters as the first and last

letter of a word and fill in letters between them. One point for each letter used, and two points off for words not done are means of scoring.

**Mailbox Game.** When a child comes across a new word in his work, he learns its meaning, writes it on a slip of paper and drops it in a box. Others study these slips and learn the word, then add their own. The teacher may review words with the group at times, or give a quiz to see who knows the greatest number of words and their meanings.

**Monopoly.** Paper, a disk with spinner or a die will be needed.

Make a two inch margin around a rectangular piece of paper. Divide the margin into spaces in which words needing drill are written. Corner spaces may be used as penalties or rewards: move back 4 spaces, take another turn, etc. Children spin the pointer indicating how many places they advance, or roll a die. They must pronounce each word they pass or remain on that word until the next round. The one to go around first wins. Blends and initial sounds may replace the words and the child would then have to make up words using the blends or initial sounds correctly.

**Mask.** The materials needed include sheets of thin paper, unlined, the size of pages in the reading book, or in other books being used by the class or by individuals.

Previous to the lesson, the teacher covers a page of the story with a sheet of paper, holds it up to the window, and draws boxes around new or difficult words. This may be done with each page, so long as the number of the page is designated on the mask. It would be quite easy, then, to use a duplicator and prepare sheets for everyone concerned. The child could cut out the boxes and place the mask over the page intended. The class then looks up the words, tries to find their meanings by context, or in some other beneficial way learn the words and their meanings.

**Vocabulary Building.** The purpose is to try to widen the child's vocabulary through the use of exercises that challenge his ability to understand and analyze words. Interest can be added to these lessons through calling the exercises "Word Puzzles" or "Word Games." The child can create additional "puzzles" or "games" once he has used and understands the idea. Seven games follow:

(1) Four words are listed on every line below. Select the word in each line that is the same in meaning as the first word on the line.

immediate	later	instant	before
inhale	hear	injure	breathe
mastiff	bull	watch dog	master
hazy	shiny	distant	misty
parasol	awning	balloon	umbrella
romp	play	shout	fight

sycamore	bird	animal	tree
claw	toe	zipper	talon

(2) Here are fifteen words, and ten sentences in which words have been omitted. Choose the correct word to complete every sentence, leaving out the five words that do not belong.

famine	dose	jubilee
harpoon	locusts	llamas
elephants	vulture	restless
falcon	fangs	inflate
tackle	diet	tranquil

- 1 A poisonous snake forces out venom through its
2. When food is very scarce, it is called a .
3. You take one of medicine at a time.
- 4 The whaler threw his at the whale.
5. When everything is calm and peaceful, we say that things are
6. A swarm of came and destroyed the growing wheat
7. In South America, are used as work animals
- 8 An occasion for great rejoicing is a
- 9 When you blow up a balloon, you it.
- 10 A bird trained to hunt other birds is a

(3) Divide your paper into four columns. Head each as follows. One-syllable words. Two-syllable words. Three-syllable words. Four-syllable words. Put each of the words in this list into the proper column.

school	flight
dictionary	falsehood
collection	trying
principal	Heroine
industrious	mixed
natural	necessity
arithmetic	nuisance
vanished	library
glorious	cruise
democracy	chimney

(4) When you put a syllable in front of a word in order to change its meaning that syllable is called a prefix. Can you put a prefix in front of these words so that their meaning becomes the opposite of what it is now?

Choose from these prefixes	un	im	dis	it
clean	definite	continue		
zipper	mortal	healthy		
possible	mortal	equal		
convenient	connect			
legible	perfect			

(5) All the words that follow can be spelled in another way. Can you give the other spelling, and the meaning of each word?

plane	whether
course	peace

red	here
sew	there
pear	right

(6) When we say that a word is in plural number, we mean it refers to more than one person, animal or thing. How would change the following words so that they are in the plural?

baby	inch	monkey	child
wolf	city	party	mouse
chief	tomato	women	sheep
tax	piano	goose	

(7) A suffix is a letter or a syllable added to the end of a word in order to change its meaning. The suffixes "er" and "or" mean one who does something. Add the correct suffix to the following words:

one who advises	one who teaches
one who counsels	one who instructs
one who wanders	one who works with fur
one who conquers	one who hunts
one who captures	one who reaps

"Vocabulary Baseball." The teacher may explain the game. Baseball is America's favorite game. Have you ever been to any of the Big League Games? Perhaps you have heard the band playing music on the radio or seen TV playing music to the words:

Take me out to the ball game --

Take me out to the crowd,

Buy me some peanuts and crackerjack

I don't care if I never get back!

Perhaps the people in the grandstand began to sing that popular song

Today we are going to play a "vocabulary baseball game." If you look at the words below, you will see that they are arranged in groups of nine. Each time your team makes a perfect score on a group of words we shall call it a "home run" and credit one point to your team. To make a perfect score, it will be necessary for you or your team (1) to pronounce the words correctly, (2) to use them in sentences, (3) to tell what they mean. This is another interesting thing to do with words so you will know them when you read them in books. See how many points your team can win. You may use your dictionary to look up the meanings of the words before the game. You may ask someone to help you if you need help.

First Inning		
ability	agreeable	acquire
adopt	actual	anxiety
abrupt	ample	additional

Second Inning		
appearance	boast	attitude
benefit	astronomy	authority
arrest	circumference	suspicious

Third Inning		
common	cordial	dignity
considerable	critical	consequence
complaining	concerning	disguise
Fourth Inning		
display	incident	extreme
dispute	indicate	grasp
humor	exert	precaution

## INCREASING COMPREHENSION

**Cards to Encourage Free Reading.** Each card contains the name of a book and a chapter to be read. The child must turn to the table of contents to find the chapter, read the chapter and time himself, and answer two or three questions on the reverse side of the card after he finishes reading.

**Creating Reading Material for Other People.** Children's experiences, trips, book reports, or picture interpretations are written down so that other children can read them.

**Hunting for the Action.** A child acts out silently a part of a story just read. The other children look for the place telling about it in the story. The one who finds it may read it aloud.

**Acting Out the News.** This game may be played by two or more players. First take a newspaper and decide on a certain page to be used. Then the player who is "It" looks at the page and enacts the chosen part; other players look at the newspaper page and try to guess which item is referred to.

**Seeing the World.** Make a list of the different cities children choose to visit on a particular trip. Appoint ticket agents to represent each city. Each agent is provided with a number of questions which the children must read and answer before they can board the train or boat and leave the city.

**Puzzle Maps.** Maps are cut from old geography textbooks or atlases. Each map is cut into ten to fifteen small pieces and placed in an envelope. Five questions regarding the map are written on the outside of the envelope. The children put the puzzle together and write answers to the questions.

**Make Believe.** Cards with sets of directions on them are passed out to the children. One child is called upon to follow the directions on the card. The rest of the group are to guess what is on the card. After his/her pantomime is over, the child reads the card orally to the class. Example:

Make believe you are a salesman. Make believe you are talking like a salesman. Make motions to show you are trying to sell a lawn mower (or a fly spray).

**Picture Reading.** As the group reads a story, have children point out sentences that refer specifically to the



picture on the page. Then ask them to point out sentences on the page that tell something that they could not have known just from studying the picture.

**Pronouns.** Skim through part or all of a story with children, pointing out specific sentences in which pronouns occur. Have each sentence read, and let children tell the person, place, or thing to which each pronoun refers.

**Picture Reading.** Display an action picture (pictures from the children's reader or magazine and newspaper pictures may be used). Ask pupils to study the picture carefully and imagine they are taking part in the events. Then remove the picture and ask pupils to describe what it makes them see, hear, and feel.

**Speed of Reading.** Speed of reading must be considered in relation to comprehension. Maximum speed is attained when the reader understands what he is reading. To insure speed, attention must be given to word recognition and comprehension. If a child reads at grade level but his reading rate is low, lack of interest in reading rate may be the reason. Emphasis should then be put on the desirability of increasing the rate. Comprehension, however, should always be checked for every exercise assigned. Keeping a speed score (in words per minute) on exercises of the same length and difficulty for successive weeks may help to develop interest in rapid reading. Speed of reading may be measured with a group test. The material should be at the proper grade level and new to the group. The children should be told to read rapidly but carefully enough to understand what they have read. Three- or four-minute tests may be used in grades 4 and above, with short checks on comprehension of materials read.

**Use of Graphs.** The teacher times the children individually on reading a selection of standard length and difficulty. A graph may be kept to show the progress made in this exercise. Selections of approximately 200 words in length have been found useful, the graph indicating each attempt horizontally, and the number of seconds required to read each unit vertically.

**Checking Comprehension.** The children are given a selection to read. As each pupil finishes, the book is closed to indicate that he/she has finished. To check the relative reading speeds the teacher notes the order in which the pupils close their books. Teacher then asks questions regarding the content of the selection read to check on comprehension in relation to speed.

**Use of the Blackboard.** The children are given a short selection to read in a limited amount of time. When the teacher calls "Stop!" the children close their books. The teacher uncovers a series of questions written on the blackboard and based on the selection. They are allowed a short time to find as many answers as possible.

**Visual Recognition.** Pupils take a piece of paper or card about the width of the page in a book of unfamiliar

material. Direct them to slip the card over the type in the first sentence on a page until they see just the tops of the letters. Let them experiment with how far down they need to slide the card before they can recognize the words in the first line. Continue with the remaining lines on the page.

**Consonant Study.** Remind the pupils that consonant letters form the framework of most words and that we grasp the meaning of many words from just a glance at them. Emphasize that the more familiar one is with the details of a word, the easier it is to visualize the total word from just a glance at its framework. Then write several sentences like these below in which all vowel letters are omitted, and have them read.

Th... b...s...and g...r...ls w...nt t... sch...ool.  
Y...st...rd... h... c...ll...br...t...d h...s b...r...thd...  
Th... b...g d...g fr... ght...n...d th... l...ttl...  
ch...ldr...n.

## DEVELOPING ABILITY TO LOCATE INFORMATION

**Table of Contents.** The children open their books to the table of contents. The teacher asks questions that may be answered from it, such as: "Is there a story in this book about a little goat?" "On what page shall we find the story?" "How many pages are there in the story?" "Who wrote the story?" "Are there any poems in this book?" "Are all the stories in this book make-believe?" "How can you tell?"

**Alphabet Drill.** To increase a child's ability to use a dictionary or index quickly and effectively, a rapid drill in such an exercise as the following is helpful: What letter comes before f, m, etc? What letter comes after g, t, etc? Also, the child is given a group of seven or eight letters to arrange in alphabetical order; for example: t, v, c, h, m, o, s, b, to be arranged thus: b, c, h, m, o, s, t, v. Another device is to ask the children to write in alphabetical order first names or surnames of the children in their group.

**Alphabetizing.** On the blackboard is written a list of words which the children are to copy in alphabetical order. For example:

- (1) Make, meal, money, mill, mud
- (2) shine, sun, sand, set, send, sold, still, school, slide
- (3) made, mat, make, mast, male, market, mail, man, map, machine, magic

**Comparison.** Children open their books to the index. The various punctuation marks and their meanings are explained. The children are asked to find all the differences they can between the index and the table of contents.

**Indexing.** The teacher prints lists of words or phrases and the children indicate how the lists should be arranged in the index. For example:

cold-blooded animals	air pressure	penicillin
stickleback	uranium	electronics
atomic energy	helium	dirigible

**Cross-indexing.** The children are given a list of question- in each of which one word is underlined. This is the key word. The children draw a line under another word which they would look for in the index.

Example.

- (1) What percentage of the industry in Iowa is devoted to coal mining?
- (2) What is the value of the annual orange crop in the state of California?
- (3) Do the seasons affect the formation of icebergs in the North Atlantic Ocean?

**Index Use.** The children are given a list of questions based on a given indexed book. In each question is one word which, when looked up in the index, will lead to information furnishing the answer to the question. The children are instructed to select and underline this key word in each sentence. For example:

- (1) What state leads in the production of coal?
- (2) What is the chief industry of California?
- (3) When are there the most icebergs in the North Atlantic Ocean?

**Dictionary.** This game will strengthen alphabetical sequence. One pupil may say, "I am going to the store to buy apples." The next pupil must repeat this sentence and add something beginning with b. As each pupil has his turn, he should repeat in order the articles already mentioned and should add an article beginning with the next letter of the alphabet. When one pupil fails, start again with the letter on which he made an error.

**Introducing the Dictionary.** The child's first introduction to the dictionary should be in a motivated situation. Place a picture of a quay, for example, on the bulletin board. Write on the blackboard the question "Do we have a picture of a quay in our room?" (Any word which will probably be unfamiliar to the group may be used.) When children ask what a quay is, make some comment as "We have a book which will tell us what a quay is." Give each child a dictionary and suggest that he look on page (give the page number) and see if he can find the word quay in bold-face type. When children have read the definition, see if they can find the picture of a quay on the bulletin board.

**Alphabetical Order.** Give the pupils copies of an exercise listing words in alphabetical order with some blank spaces. The missing words should be listed at the bottom of the paper. Example.

- |            |          |            |
|------------|----------|------------|
| (1) pack   | (4) palm | (7) past   |
| (2)        | (5)      | (8)        |
| (3) paddle | (6)      | (9) Pave   |
| pat        | pad      | paper park |

Ask the pupils to add the words at the bottom of the

exercise to the alphabetical list by writing them in the appropriate blanks.

**Alphabet Use.** To develop the ability to associate letters with their general position in the alphabet, write the alphabet on the blackboard, dividing it into three parts.

First Part  
a b c d e f g

Second Part  
h i j k l m n o p

Third Part  
q r s t u v w x y z

Pronounce words and have the children tell in which part of the dictionary each will appear.

**Dictionary Use.** Reproduce or write on the blackboard sample guide words and page numbers for several dictionary pages. Example:

damsel	206	darken
David	208	deadly

Then list some words falling with these pages:

dance	day	deacon
dawn	dart	dazzle
dare	dead	date

Ask children to tell on what page (206, 207, 208) they would find each entry that is listed.

**Word Meaning.** Present a list of such words as saunter, caper, berate, chant, amble, espy, scrutinize. Write the words voice, eyes, felt as headings for three columns. Ask a pupil if he would saunter with his voice, his eyes, or his feet. Then ask the children to look up the word in their dictionaries, read all the definitions given, and tell under which heading to write the word. Continue with the other words in the list.

**Dictionary Diagrams.** Select entry words under which part-whole diagrams are given in the dictionary the children are using. For example: bowspirit, gunwale, pistol. Ask children to look up the first word and then write a sentence telling what a bowspirit is a part of.

**Multiple meanings.** Show pictures of two kinds of cranes (a bird and a machine). Ask pupils to find the entry word crane and read aloud the definition that explains each picture.

**Multiple meanings.** Write such sentences as "I like curry in stew" and "Father wanted me to curry the horse," and ask pupils to write the number of the definition or to read aloud the definition of curry which explains its meaning in each sentence.

**Multiple Pronunciations.** Present the idea that two entry words which look alike may have different pronunciations and meaning. Such words as close (klos) and close (kloz), en'trance and entrance may be used as the basis for developing understanding of this type of words as entries.

**Multiple word forms.** Write on the blackboard such words and definitions as the following:

Harm- . . . hurt; damage  
 harmful . . . injurious; hurtful  
 harmless . . . doing no harm; not harmful; such  
                   as would not harm anything or  
                   anyone

unharmcd--- not harmed or damaged in any way

In discussing the words and definitions with the class, bring out the fact that harm is the root word in each of the words and that it retains its meaning ("hurt" or "damage") in each of the words formed from it. Have individual children underline the root word in each derivative and identify the suffix or prefix that is added to the root. To clarify further the meaning of each suffix or prefix and the grammatical use of the root word or derivative, ask pupils to use each of the words in an oral sentence.

**Dictionary Practice.** The purpose is to learn to use the guide words. A flannel board and strips of tag board about 3" x 8" on which has been written a group of words all beginning with the same letter, such as dry, day, deep, dream, etc., will be needed.

Choose two words at random and place them at the top of the flannel board as they would appear as guide words in the dictionary. The children go through the rest of the words and decide if each one would appear on that page, before that page, or after that page. After deciding where each word goes, they should alphabetize the words that belong on the same page as the guide words.

**Selecting the Right Meaning.** The teacher presents a short selection on the blackboard or mimeographed sheet which contains a number of difficult words. After a first reading of the selection, with help if necessary, questions will bring out the fact that some children are not sure of the meaning of certain words. The teacher then warns that many words in the dictionary have more than one meaning and asks how the correct meaning can be determined. The group then looks up the difficult words in the dictionary and discusses which meaning best "fits in" with the rest of the sentence or paragraph. The rule of using context to check which meaning to use is gradually established.

**Dictionary Drill.** The purpose is to aid the child in putting the alphabet in order through the use of the dictionary.

1. Put the following letters in alphabetical order:

p, b, y, o, c, f, d, r, q  
 s, n, x, d, a, t, l, h, e, k  
 g, j, w, i, z, u, m, c, v, s

2. Underline the letters which come first in the alphabet:

r or s  
 p or q  
 l or h  
 r or o  
 b or d  
 w or v  
 k or m  
 n or m  
 d or f  
 e or c

3. What letter comes after each of the following letters?

f	m	w	i	o
l	r	u	p	j
s	b	k	g	h
h	o	y	k	q
n	t	w	r	f
u	d	m	i	j

4. Give four or five groups of words to be put in alphabetical order

- (a) Group of ten words beginning with ten different letters of the alphabet.
- (b) The words beginning with the letter c to be put into alphabetical order.
- (c) Ten words beginning with the letter a to be put into alphabetical order.

5. Finding synonyms and antonyms for lists of words.  
**Word Recognition.** You will need a tachistoscope or film strip slide attachment.

Words to be tested for recognition are printed on cards of oak tag, the same size as the slide. These must be flashed quite quickly. Usually a word is not claimed for child's sight vocabulary until recognized at a glance. All the words previously taught in analysis drill should be presented in this rapid-flash device to insure transfer of skills. A pupil-teacher may be taught to use the apparatus for group instruction.

### INCREASING THE UNDERSTANDING OF SENTENCES AND PARAGRAPHS

**Sentence Ideas.** Two-word sentences are printed on the blackboard. Children are asked to describe the two main ideas that form pictures in their minds.

Example:

Children play.	Spiders spin
Wheels turn.	Trains whistle.

When the children thoroughly understand that a sentence usually contains two main ideas, the teacher prints words on the board and the children write their own three- or four-word sentences, using such words as:

soldiers	bridge	spy
airplanes	dog	police

The main ideas in the children's sentences can be developed further with longer sentences. The teacher prints long sentences and children underline or write the main ideas contained in each. Example:

My brother Dave paints good pictures.

Jim dashed out of the house

The empty bucket dropped with a bang.

**Sentences.** The purpose is to recognize a complete sentence, and to understand the use of punctuation and capital letters. Strips of oak tag about 1" high and as long as needed to write the sentence will be needed. A complete sentence is written and then cut into several parts which are put into an envelope.

The children arrange the words in a complete logical sentence which they may either read or write on a sheet of paper. This activity can have many variations. For instance, marks of punctuation may be on pieces by themselves and the child will put them into the sentence. Example:

Mary said . "Mother . may I have an egg .  
toast . juice . and cocoa for breakfast  
? " (Vertical lines indicate where divisions in the sentence might be )

**Sentence study.** The teacher prints a short paragraph on the blackboard or presents it on a hectograph sheet. The children are asked to read it silently and answer the following types of questions:

- (1) Give the opening sentence
- (2) Give the sentence that goes on with the story
- (3) Give the closing sentence
- (4) Give the main ideas in the first sentence
- (5) Give the main ideas in the closing sentence.

**Paragraphs.** The purpose is to recognize and understand what composes a complete paragraph. Materials and procedures are the same as above for Sentences except that all sentences being combined in a paragraph would be put in one envelope. The paragraphs should be quite simple to begin with and then could progress in difficulty.

**Outline for Flannel Board.** The purpose is to learn how to make an outline. A flannel board and pieces of heavy tag board about 3" x 8" with sand paper on the back are used. On the strips of tag board show the parts of an outline by writing "main topic" on two of them and "sub topic" on four. Then on smaller strips write the Roman numerals and alphabetical letters. Make another set using actual topics such as:

#### I Flowers

- A Roses
- B Tulips
- C Daisies

#### II Animals

- A Horses
- B Cows
- C Sheep

Discuss how to develop an outline and put the outline on the flannel board as you talk about each part. After the first set has been placed on the board, they can be exchanged for the actual words that would be used in the outline. This could be used for retelling a story which has been read or in setting up a plan for writing a story of the pupils' own creation.

## GAMES AND STRATEGIES FOR THE SLOW/RELUCTANT LEARNER

### PHONICS

**Rotating Wheel.** Two circles, one smaller than the other, are fastened together through the center so they will rotate easily. This can be done with a paper brad. Consonants are printed on the larger circle, and phonograms are placed around the edge of the smaller circle. Different words can then be formed by turning the larger circle, making different combinations of initial consonants and phonograms. This wheel can be used to teach initial sounds, phonograms, or final sounds.

**Call-a-Sound.** Flash cards are placed on the chalk tray at the front of the room. The teacher then says a word, and asks a student to go to the board and choose one of the words that begins with the same sound as the word just spoken.

**Letter Cue.** The teacher reads groups of words beginning with the same initial sound. The students write the letter on their paper for each group. These groups can be arranged to provide initial letters in proper order to spell out simple "code" messages.

**Syl-la-ble.** A set of index cards have words typed on one side, and the same word typed in syllables on the other. The cards are placed in the center of the table with the unsyllabified word face up. The first player starts by taking a card from the top of the pile and telling where he thinks the word should be broken into syllables. He then turns the card over. If he is correct, he keeps the card. If not, he returns it to the bottom of the pile. Each student gets only one card per turn, and the player with the most cards when the deck is gone is the winner.

**Animal Hunt.** The teacher appoints one of the students

to be chief. The other children are hunters. The teacher then tells the chief that the hunters are to hunt and find all the animals in the "all" family. Index cards with various word family designations can be placed around the room and in boxes or on shelves. These cards may be imprinted with various animal forms by running them through a ditto machine, or left blank except for the word on each card.

**Build a Word.** Envelopes are passed out to the children in the group. In each envelope are several sets of consonants and sets of word families. The child who correctly assembles all his words is awarded a "Word Builder Merit Badge."

**Stop and Go.** "Was," "on," and other words often reversed are printed with the first letter in green and the second in red. The students are told to obey the traffic lights, starting with "go" letter and stopping with the "stop" letter. The same words written in black are then placed below the colored words and read after them.

**Boat to Europe.** The first student starts the game by saying "I'm going to take bananas" with him on his trip to Europe. Then, in order, each child has five seconds to think of something he can take to Europe with him that begins with the same initial sound.

**Alpha-Boat.** This game is similar to the previous game except the first child must name something that begins with an "A," the next with a "B," and so on through the alphabet. This may be done in teams with the captain of each team allowed to help if one of the students fails to name a correct article during his/her turn.

**Sound It.** Use cards illustrating various vowel or consonant sounds such as the SRA phonic cards. Deal out five cards to each player. The first player calls one card. All players must give the leader any cards containing that particular sound. The first player places these matching cards on his/her desk. The first player may then draw a card from the stack and the second player then calls a card. If no one has a matching card it is the next person's turn to call a card. The players count their number of cards at the end of the game to determine the winner.

**Grocery Store.** The first child starts the game by saying: "My father owns a grocery store and he sells potatoes." The next child must say potatoes and add another word beginning with "p." The next child must repeat these two words and add a third word.

**Picking Apples.** Draw a large tree on the board. Draw several apples on the tree. On each apple, write vowels, blends, or consonants, endings, diagraphs. Child must try to "pick" all the apples.

**Sound Dictionary.** As the various consonant sounds are being studied the child finds pictures in old magazines of objects or actions, the word for which begins with the sound being studied. These pictures are pasted in a scrapbook beside the appropriate consonants.

**Word Meaning.** List words and phrases in parallel lines. Have the child put the number of the word in front of the phrase that has the same meaning.

**Jigsaw Puzzle.** Mount a colorful picture and a short story or poem about that picture on heavy tagboard. Cut this to make a puzzle. Put pieces into an envelope. Children may enjoy writing their own stories.

**Playing Postman.** Children write one another short letters which are delivered by a child playing the part of a postman. The children then read to the class the letters they have received.

**Peg It.** A game to strengthen word recognition skills. A peg board with four pegs and a number of word cards are needed. (A hole is punched in a corner of each card.) A peg is assigned to each player, and a dealer deals an equal number of word cards to each player face down. Each player in turn takes three cards from his/her pile and reads them. For every correct word a card is slipped over his/her peg, and for those missed, the card is discarded. The one with the most cards on the peg wins the game. (The game may be changed to use phrases or sentences that are more difficult, or blends and letters that are less difficult.)

**Phrasing.** Lists of phrases common to the child are placed in a wide manila envelope tachistoscope, one word appearing in the slot at a time. (These words and phrases may be recorded from the child's own speech, taken from trouble phrases in the child's reading, or made up by the teacher.) The child reads the word or phrase that appears in the window of the envelope. He may go to the next one if the first is correct, and so on.

**Listen to My Sound.** Teacher begins by saying, "I am thinking of something in the room. Its name begins like the word water. What is it?" When a child correctly identifies the object, he/she becomes IT and the game continues. This game can also be used for final sounds.

**Phonic Bingo.** Rule four 5 x 8 inch cards into twenty-five spaces in Bingo style. In each space print a consonant or blend on which the children need drill. Be sure spaces are filled differently on each card. Collect pictures which represent each of the beginning sounds used on the cards. Provide students with slips of paper the size of the squares to use as Bingo markers, and proceed as in playing Bingo.

**Word Sound Game.** Prepare 2 x 3 inch cards with single consonants or consonant blends on them. Place the cards face down on a table in front of the players. Each player in turn picks up a card and shows it to the group. The first child to think of a word beginning with that sound gets the card. The child with the most cards is the winner. Variation. Make cards with long or short vowels.

**Climb the Ladder.** Draw a ladder on the board. On each rung, write the letters for a blend sound or any other letter combination in which children need drill. The child who can climb to the top of the ladder may be



the teacher and point to the rungs as the next child climbs.

**Riddles.** The teacher writes the name of one word family on the board (as: -op) and says, "I am thinking of a word that belongs to this family. Can you guess what it is?" The child writes a consonant in front of the family. The teacher may write that word on the board, saying, "No, that isn't the word." Keep on until the right word is found. The teacher should lead the children on with clues such as: "It can be found in the broom closet. We use it on the kitchen floor." (mop)

**Pockets.** Cut apart some cheap envelopes and mount them on a chart as pockets for 3 x 5 inch cards. A vowel is printed on each envelope. The cards have pictures or drawings on them, and are placed in the pockets having the appropriate vowel sound. By using an identification scheme on the backs of the cards, this activity can be made self-correcting. Use with individual children.

**Ask Me.** Prepare about 40 to 50 word cards on each of which is a word containing a vowel sound. Some cards should have duplicate vowel sounds although the words themselves should differ. Four cards are dealt to each player and the remainder are put in a pile on the table. The player to the left of the dealer reads one of his cards. Other players holding cards with a similar vowel sound give their cards to the caller. The latter places any acquired sets on the table. If the caller does not call the word correctly, it is discarded but he/she must draw another word from the pile. After drawing he/she then waits until the next turn before calling for another card. The winner is the player with the fewest cards. Use with two to four children.

**Racing.** Similar to stabbing, another version allows pupils to move a racing car along a track on which spaces have words printed on them. Moves are made in response to a number obtained from spinning a spinner device.

**Sound Alikes.** Collect a set of small pictures of words that rhyme, e.g., man, fan, can; cat, hat, bat, etc. Paint an egg carton an attractive color. A child can then sort the pictures and put the rhyming cards into the separate sections. This exercise can be adapted for beginning or ending sounds.

**Rhyming.** Some children do not readily detect rhymes, that is, to match sounds. To help them, the teacher may prepare cards with words such as Dan, den, din, don, dun. Then the teacher says, "Nan." The child finds the word that rhymes among the card words, i.e., Dan. This type of list can be indefinitely expanded.

Or, several cards are typed, each with a group of words similar to those listed below. As they are exposed one by one, the child selects and reads the words rhyming with the underscored one at the top.

pig	get	nod	mad	cut	sob
rod	dot	fig	pup	gap	dim
gas	fun	pod	bad	but	mob
fig	net	bud	top	sad	tug

wit	Ned	not	bat	hip
fit	fed	cot	hat	bag
hen	did	rut	cut	hid
pat	fog	cut	fan	dip

**Shopping at the Supermarket.** Prepare word cards using the names of items that may be obtained at a supermarket, e.g., bag, basket, beans, book, bottle, cabbage, cake, candle, candy, corn, etc. Choose a leader who can then distribute several cards to each player. The leader says, "Who has bought something that begins with a sound or letter as banana?", etc. The players whose cards answer the question will read them aloud and then give their cards to the leader. For more fun the leader may hold a grocery bag into which the children can deposit their "purchases." Use with a group of children.

**Spin and Call.** Divide a large oak tag circle into eight sections. Place a vowel in each section. Attach a large pointer to the center of the circle so that it spins freely. The player spins the pointer and calls a word containing the short vowel to which it points when coming to a stop. If a correct word is called, he scores one point. A record should be kept of words called so that no repetitions take place.

**Sliding Down the Sound Slide.** Draw a slide or a flight of stairs with a child at top, calling him whatever vowel you wish. Along the slide or stairs write vowel combinations. See if you can slide all the way down by naming the various sounds.

**Phonic Elements.** Words containing phonic elements for a particular day's drill, e.g., noise, play, steam, seed, plow, scream, down, gray, boil, seep, sweep, bean, bacon, brown, etc. are typed on separate cards. The teacher gives sounds in miscellaneous order, saying "Give me a word that contains this sound." (This lends itself to group play but may be done on an individual basis.)

**Baseball.** A baseball diamond is drawn on the blackboard or on cardboard. Two groups are chosen. The pitcher flashes a word. If the batter can designate the short vowel sound in the word, he/she has made a hit and moves to first base. Should the next batter score a hit also he/she moves to first base and the first batter advances to second. Soon the runs begin to come in. Teams change sides just as soon as three outs (wrong answers) have been given. The team with the most runs is the winner. Use with even numbers of children so each team is the same.

**Phonic Strips.** Three horizontal slits, close together and in line, are made across a 4 x 6 index card. Three

other slits are made directly below them. A number of thin strips are prepared of a proper width so that they can be threaded through the slits in such a way as to expose only a small part of the strip. On one strip a number of initial consonants can be printed, one below the other, on a second strip middle vowels, on a third common word endings, and so on. By inserting the strips and moving them up and down a large number of different words can be formed. This device can be adapted for practice on beginnings, middles, or endings, and can be used with phonograms as well as single letters.

**Jumbled Syllables.** In helping a child to pronounce a long word, practice with dissected words may be of help. Words are typed with syllables widely separated and then cut up with each syllable on a separate piece of paper. The syllables of each word are clipped together and the little bundles kept in an envelope. A bundle is handed to the child, who removes the clip and places the syllables on the table before him/her. He/she then moves them about until an order is found in which they make a word he/she can pronounce. Words which may be used this way might be

vel vet	en gulf	sun set
trum pet	him self	ad mire
prob lem	mis take	um pire
chil dren	pump kin	en trust
splen did	up turn	tin sel
es tab lish	in dig nant	ham let
hob gob lin	as ton ish	in fan tile

**Sound Elements.** On the wall next to the seat of the student, the teacher tacks pictures of common objects having names beginning with one of two letters which sound much alike such as "b" and "p." For example, a loaf of bread, a ball, a boy, a pen, a pig, a plate, a basket, etc. The teacher has the child say the picture names and decide under which letter groups (b or p) they belong. The child works on this until he/she can do it accurately, then new pictures and letters are used.

**I Name It-You Place It.** Mark off sheets of drawing paper into squares. Into each square write letters for a sound being studied. Provide each child with a handful of beans and a paper. As the teacher says a sound the children look for it on their papers and cover it. This may be played as Bingo, or the squares may all be covered. Children then take turns uncovering sounds and pronouncing words containing the sounds.

### FUNCTIONAL SKILLS

**Introduction to the Dictionary.** (Based on a working knowledge of the alphabet) Have the child locate letters in the dictionary by turning from one letter to another in the correct direction without fumbling, and in opening the dictionary at approximately the right place

for the letter desired. For little children such an introduction may be in story form such as:

Once upon a time the son of a robber baron was going to be married. His father wanted to give the bride a handsome present. What should it be? In a dark chamber beneath the castle were many beautiful objects collected by the baron himself and his ancestors. He remembered a certain coronet, sparkling with jewels, and decided that it should be the gift. He sent a trusted servant to search for it, and what a search it proved to be! The treasures were huddled on the shelves, "Higgledy-piggledy," and it took the man days and days to find that coronet.

I have a treasure chamber that has thousands of things in it but I can find any one I want in a few seconds. What do you suppose it is?

**Alphabetizing.** Have the children work on exercises in alphabetizing as an introduction to the dictionary. In one list only the initial letters need be considered: tub, any, sail, man, boy, wind, gate, fence, rain. In the next, the first two letters: atlas, admit, about, angry, acorn, arch, amber, awake. In the next, the first three letters: belong, beside, beach, begin, become, bent, berg. In yet another, the first four letters: consult, congress, conceal, content, condense.

**Dictionary.** The children head their papers such as illustrated below. The teacher supplies the first column and the children fill in the rest by using the dictionary.

word                      dictionary page                      column

**Skeleton Dictionary.** Folding three or four pieces of typewriting paper, the child fits them into a pamphlet by stapling or stitching. Resulting will be a 12-16 page booklet about the size of a dictionary page. Give the children guide words to put at the top and bottoms, along with the page numbers. The guide words show the first and last words between which all the words on the page appear. Then from time to time dictate words to fill in between the guide words for various pages and have the child look up the meaning in a real dictionary.

guide word	BEGGAR	BELIY
	b	be
	h	be
	b	be
	b	bi
guide word	BELIEF 5	BIG 6
		page number

**Index.** The teacher calls out a name or subject and the children look up the page number via the index. They write the page down on a sheet of paper numbered from one to ten. After ten subjects and names have been

called out, they check to see if everyone was able to find the correct page number by speedy use of the index.

**Skimming.** Prepare sentences pertaining to a story the children have been reading. Have key words missing and so have the children skim the story to find the missing words and fill in on the paper as fast as they can. For example:

1. There were                      boys in the class.
2. These boys liked to play                      .
3. They usually played on                      afternoons
4. Tom's address was                      .
5. He lived by the                      .

**Skimming.** The teacher might say, "Turn to page 27 in our health book. On this page you will find listed the number of different basic foods. See how quickly you can find it. Write the number in your notebook as soon as you've found it, and then raise your hand." When most of the class is through, teacher might continue, "Ted, read the sentence in which you found the information and show us where it is." Then you may ask several who found the number most quickly, "How did you find that number so quickly?" Perhaps some effective shortcuts for skimming may come to light.

**Map Reading.** Provide a map of the school building. Have a child pick out the shortest or longest route to a certain place such as from the classroom to the lunchroom or to the playground. As the child becomes more familiar with the process, you might provide a map of the school district area in which he lives. Have him find his way home, from home, from home to the grocery store, to a friend's house, etc. If time permits, actually have the child show you -- or lead the class to various places via the map.

**Organization of Ideas.** The teacher shows a picture of the interior of a room. She lets her students look at it for one minute and then asks them, "What did you see in the picture?" The students will probably first mention separate items: window, stove, stool, chair. Then:

Teacher: "If you have a stove, what else will you need?"

Student: "Pan, brush, broom -- to sweep around the stove."

Teacher: "When you think of a window, what else do you remember?"

Student: "Curtain."

Teacher: "Yes, it's easier to remember things that go together. That's why relating one idea to another and making an outline often helps in remembering an assignment."

**Table of Contents.** The teacher gives the children a chapter title in a book they all have. As quickly as they can, they use the Table of Contents to find the beginning page number, raising their hands when they find it. When most of the children have raised their hands, have

some of the first ones tell how they were able to find it so quickly.

**Index.** Each day have the classroom children record the news of the day into a booklet. (Teacher writes this news on the board each morning and the children copy it.) After several weeks, wind up this booklet by having the children make up an index (or Table of Contents) alphabetized according to subject.

## STRUCTURAL ELEMENTS

**Syllables.** Use a piece of colored construction paper (9"x12"). Make a 2" pocket by turning up the length of the sheet. This is then divided into three equal pockets by stapling. Using a set of one, two, and three syllable word cards, the child takes the word cards and puts them in the correctly labeled pocket according to the number of syllables each word contains.

**Clap In -- Clap Out.** A list of one, two, or three syllable words should be prepared by the teacher. One child is designated as referee to start the game. He stands behind the child in the first chair. The teacher pronounces a word from the word list. The first child claps the number of syllables he hears. If correct, the referee moves on to the next child. If incorrect the referee standing behind his chair may clap. If the referee is also wrong, a new one is chosen. Be sure this game is introduced only after the children become skilled in hearing syllables.

**Around It Goes.** Make a larger spinner wheel from tagboard. Print word endings along the rim of the wheel. As each player spins the wheel he/she must give a word that ends with the suffix at which the spinner stops.

**Adaptations:**

Use prefixes instead of suffixes.

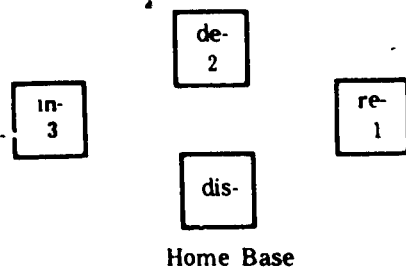
**Cautions:**

1. Help children learn the meanings of the various words which are used.
2. Words such as *her* are not acceptable because, in such a case, *er* is not a suffix.

**Suffix Rummy.** Prepare sixteen 2 x 3 inch cards in which four cards have the suffix *less*, four have *ish*, four have *ful*, and four have *ness*. Prepare sixteen other cards having one base word each. Use words such as: kind, neat, boy, fear, use, wonder. The sixteen base-word cards are dealt out to the players. The sixteen suffix cards are put face down in a pile in the center. The first player draws a suffix card. If he can add the suffix to one of the words in his hand he lays this pair down. If he cannot he puts the suffix card under the pile from which it was drawn, and the next player gets a turn. The person to lay down four pairs first wins. An umpire is advisable.

**Baseball.** Two or three teams with no more than four on each team are needed. Draw a diagram of a baseball diamond on the chalkboard, or draw a diagram of a

baseball diamond on tagboard. Print sets of small cards with prefixes, suffixes, or root words



The teacher or pitcher places a prefix (suffix or root word) on each base. The batter starts with the prefix at first base. He/she gives a word starting with that prefix, for instance, return for re. If he/she can do so, for each base and home, a run is scored for his/her team. If he/she fails on any base he/she is out. Three outs and the other team gets a chance at bat.

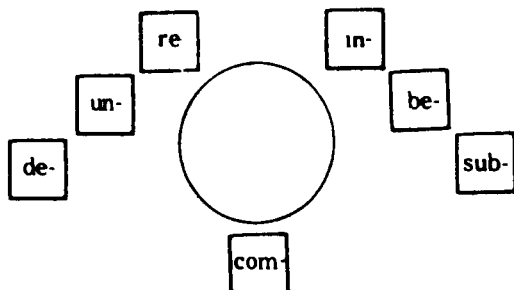
**Variations:**

1. Use suffix cards on the bases.
2. Use root words and the player must add a prefix or suffix.
3. Use beginning or ending sounds of words.

**Merry-Go-Round:** Draw a large circle on the chalkboard and write a prefix for each "seat" or draw a large circle on tagboard. Make a set of small prefix cards or draw a large circle on the floor. Make a set of prefix cards. Each player takes turns giving a word which starts with the prefix designated by the teacher or leader. When a player does so correctly the "seat" is his/hers. The child who gets the most seats is the winner.

**Variations:**

1. Use suffixes.
2. Beginning letters or blends might be used.



**Quiz Bee. (Suffixes and Prefixes)** A game to practice use of prefixes and suffixes. Small cards on which are printed words that would change in meaning by the addition of a prefix or suffix are placed in a small box. The teacher (or a child) writes several prefixes or suffixes on the board in two different columns. The class

or group is divided into Team A and Team B. The leader (one child, not a member of either team) asks the first child on Team A to draw a card and make a new word by adding a prefix or suffix. He places the card on the chalk rail under the appropriate column, pronounces the new word, and uses it in a sentence. The game continues in this manner until all have had a turn, or until time runs out. The team with the most correct responses wins the game. (One child might serve as recorder to keep track of the score.)

**Word Wheels.** Prepare a wheel made of two 8" circles of oak tag. Each circle has a slot about 3/8" x 1" cut near the outside of the circle. Words are printed on the inside of the circle so they can be read through the window. On the outside of the circle a prefix or suffix is printed so it will make a word when turned to line up with a word underneath. The circles are put together by using a brad in the center. The children may work individually or in pairs. After each word is read correctly, the wheel is turned until a new word appears.

**Word Flight.** Fifty-two cards on each of which is a two, three, or four syllable word are used. The playing board is a map of the U.S. A flight route should be drawn between major cities. Miniature airplanes of different colors should be made for each player. The cards are placed in the middle of the table. The player drawing the least number of syllables is the first to play. If he has a one syllable word he may travel to the first city on the route. If he has a two syllable word he may travel to the second city, etc. Each player in turn draws a card, says the word, and moves his/her airplane. If the player can't say the word he/she can't move. The player who reaches the homefield first wins the game. (For 2-4 children.)

**Baseball.** Two groups are chosen. The pitcher flashes a word. If the batter can tell the number of syllables in the word he/she has made a hit and moves to first base. Should the next batter also score a hit, he/she moves to first base and the previous batter advances to second. Soon the runs begin to come in. Teams change sides just as soon as three outs have been given.

**Bingo.** The teacher calls out endings such as ing, ed, er, est, y, ish, en. If the child can find a word that correctly takes the ending called, he/she puts a chip over it. One word per ending called at a time is possible. As soon as a child gets a row across, down, or diagonal, and calls bingo, he/she becomes the winner.

**Compound Checkers.** Two children have set between them a regular checker board on which each black square is filled in with a compound word. They are to play as in a real checker game. Each must say the word on the square to which he/she is moving, or over which he is jumping. When a child reaches the "King Me" stage, he/she then must not only read each word over which he/she jumps, but must think of a new one in

addition. (Blends, prefixes, suffixes, words, phrases, etc. could be used in place of compound words.)

**Confounded by Compounds.** The teacher writes on the board or distributes a duplicated sheet to each player with several words on it, such as base, play, school and tea. The players are to make as many compound words as possible.

**Building Compound Words.** Use strips of oak tag for set of word cards. Print a compound word on each card. Snip the words apart into their compound parts. The children rearrange these slips to see how many big words can be made from the little words.

**Finding Small Words in Big Words.** The teacher gives the children a list of compound words. The children are to draw a line around the little words that they hear in the big word.

Example: something some thing

**Compound Words.** Cut out strips of oaktag (1" x 1½" x 2") Write a compound word.

Example: daylight, sometime, everywhere

Put about twelve of these in an envelope. Have the children put the two parts of the compound word together, making as many words as they can and then writing these words on a slip of paper.

**Word Building.** A piece of 8 x 12 inch oaktag is folded through the center to open like a book. On the left fold draw a picture of an object which represents a compound word such as snowman. On the lower part of this fold, fasten a card pocket envelope. Place in the envelope a number of 1 x 2 inch word cards from which compound words can be made. The child takes the word cards from the envelope and sees how many compound words he can build on the right hand fold.

**Adaptations**

1. This word-building game could be done on the felt board, flannel board or chalkboard.
2. Children would especially profit by making their word cards based on compound words discovered in their reading.

**Cautions:** Be sure to gear the difficulty of the words to the achievement of the individual pupils.

**Quiz-Bee (compounds)** A group of eight or ten pupils is divided into two teams. Two lists of words are written

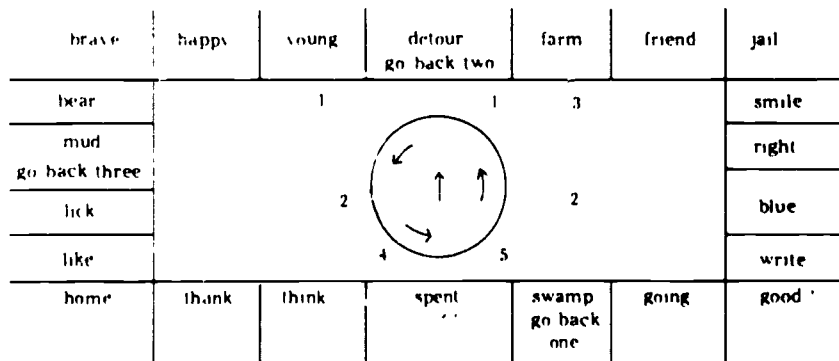
on the board, from which compound words may be developed, as:

- |         |          |
|---------|----------|
| 1. sun  | a. man   |
| 2. race | b. tan   |
| 3. snow | c. track |
| 4. bird | d. house |
| 5. some | e. ball  |
| 6. base | f. fish  |
| 7. my   | g. where |
| 8. gold | h. self  |

Players from the two teams take turns selecting a word from each list to form a compound word. For example, a player may indicate his choice as "Number 5-g." He/she pronounces his/her word somewhere, looks away from the board and spells it orally. If he/she spells it correctly he scores a point for his team. Children will enjoy making lists of words which are appropriate for this game.

**Fishing.** Materials needed are oaktag cards with fasteners or paper clips attached, small dowel-like poles with a string attached to one end, and a magnet attached to the string's end. Cards may be cut in the shape of a fish, or left in square or rectangular shape. One side of the card will bear a word with a number denoting its value or "pounds." These "fish" are put face downward and pupils fish for them. As one is "caught" the child tries to pronounce it (and tell its meaning). If he/she is successful, the card is kept; if not, he/she throws it back, face downward. A player wins who has the most "pounds" at the end of the game. New words should be added as encountered in reading lessons.

**Go Around the Board.** (One or more players) The teacher makes a game board of heavy tagboard. On it he/she has a starting point, prisons, swamps, etc., and ending. In between these points are words or phrases which the child must read if landed upon. A spinner is in the center. The child spins to determine the number of spaces to move. If a player lands on a word he/she doesn't know that player must return to home base. He/she may continue if he/she gets the word correct. When a child lands on a tricky spot, he/she must do as it indicates. The first one to go around the board without error is the winner.





## BLENDING

**What Am I?** On individual cards write riddles which give initial consonant blends as clues. For example, "I grow in bunches on trees I am good to eat. I begin with a gr sound. What am I?" Each child in the group has a chance at a riddle card. If the player guesses the answer he/she is given the card. The child with the largest number of cards is the winner. By placing the answers on the backs of the cards, this activity can be made self-corrective.

**Escape.** Put five or six "stepping stones" on the floor using various blends. Have the pupil step from one to another, giving a word starting with that blend before proceeding to the next stone. If he/she misses, he/she falls into "crocodile infested water."

**Blend Baseball.** Prepare 3 x 5 cardboard cards with blends or diagraphs printed in large letters. Decide upon places in the room to be the pitcher's box and the three bases. The teacher takes his/her place in the pitcher's box and the child who is "batter" comes up to receive three pitches. The pitcher holds up a blend card. The batter then 1) says the blend, 2) gives a word containing the blend, 3) uses the word in a sentence. If the batter can do all three he has a hit and takes his place on first base. The game continues until the team has three outs. Then the other team is up to bat. This may be used as a table-top game too.

**Making New Words.** Divide the board into four sections. Number the sections 1 - 4. Provide chalk and an eraser in each section. Have the class number off by fours and sit in rows according to their numbers. Call one member from each team to go to the board. Pronounce a word with any letter combination which the class is presently studying, such as it, at, un, etc. Have them listen carefully to the way the word begins and write the letters which make the beginning sound and then finish with the familiar letter combination. The first person to write correctly the word pronounced will win a point for his team. At the end of playing time the team with the most points wins.

## COMPREHENSION

**What a Joke.** Print sentences such as these on one inch strips of oaktag:

Here is a red car.

Here is a blue chair.

Here is a toy airplane.

This rabbit will go hoppity-hop.

Find a colorful picture that illustrates each sentence and tack the picture on a low bulletin board. For a joke, put the wrong sentence under each illustration. A group of about three children may then go to the bulletin board to try to find what each joke is. A leader of the group

may be chosen to discuss the "jokes" and to choose a child to put the sentence in the correct place.

**Building Stories.** Make up a simple story of about three or four lines. Print each sentence on a one inch strip of heavy paper and then cut the sentence apart. Either cut it into words or phrases. For example:

A cat heard a loud noise behind her.

She saw a big friendly dog.

The cat was afraid and ran away.

The player must use the strips in the envelope to reconstruct a story. He does not have to use all the strips, however. Often the child will be able to make an entirely different story. For example:

A big friendly dog heard a loud noise.

She saw a cat.

The cat ran away.

**Who Can Do It?** Collect a set of action verbs like shop, play, walk, bark, etc. (Duplications are permissible). Prepare several with sentences that are easily completed with one of the action verbs, such as:

Boys can

Mother can

The child puts all the applicable words under the phrase card. This exercise may be varied in the following way: Distribute several cards to each child. Write a phrase on the blackboard. Each child who has applicable words may stand, read the phrase, and complete it in his own words. Do this with several different phrases.

**Lost and Found Words.** Prepare a list on heavy paper of sentences in which one word is omitted. Prepare a set of cards which contain the missing words as well as a few jokers. These cards should roughly fit the space left on the sentence cards. The child finds the missing word and puts it in place. For example:

Tom had an \_\_\_\_\_ for the pony

The \_\_\_\_\_ is pretty

**What's My Name?** The children are given a paragraph to read. A list of suggested titles is prepared and given in random order on the blackboard or on printed sheets. The children either write the number of the best title, or if the material has been printed on sheets, underline the best title.

**Encouraging Reading.** Each card contains the name of a book and a chapter to be read. The child must turn to the table of contents to find the chapter, read the chapter and time him/herself, and answer two or three questions on the reverse side of the card after the reading is completed.

**What's in the News?** This game may be played by two or more players. First, take a newspaper and decide on a certain page to be read. Then the player who is "it" looks at the page and selects a news item to act out. While enacting the chosen part, other players look at the

newspaper page and try to guess which item is referred to.

**What's the Idea?** A short selection is assigned for silent reading. The teacher prints a list of phrases or short sentences on the board, and the children choose those which contain the ideas in the selection.

**Outlining.** The child reads a selection. The teacher gives the child an outline for the paragraphs but merely indicates the number of supporting ideas that the child should find. The child fills in the outline indicating the major points of the selection.

**Modified Scrabble.** A game of matching words with definitions is made by printing the words in oblong spaces on a card, shellacking the card, printing the definitions on similar blocks and cutting the blocks apart. The definition cards are put in an envelope on the back of the word card, ready to be matched with the word. A key enables the student to check accuracy without bothering the teacher.

**Directions.** Have a child read a prepared set of interesting directions, perhaps printed on a card, and have him carry them out. For example, "Make a heavy X on a piece of paper, hold it in front of your eyes at a distance of about six inches, then draw it slowly to the right. Notice whether the X remains visible at all times."

**Main Idea.** Have the children read a newspaper article with the headline folded under on the back of a 3 x 5 card. After they have read the article, ask them to make possible suggestions as to the main idea and possible title. After several ideas have been listed, they may turn over the card and see the real headline title.

**I am Wishing I had!** a shoe box with the words Toy Chest. Assemble a set of cards with "toy words" on them, e.g., airplane, bicycle, blocks, boat, bunny, cars, engine, hammer, scooter. Each player may have about three cards while the leader holds the toy box. The leader calls for a toy by saying, "I am wishing for a ball." The player who has the corresponding word may say, "I can make your wish come true." He/she first reads the card aloud, then puts it away in the box. For variety the leader may use a riddle to call for the toy, such as, "I am wishing for a toy that is round and can bounce." Use with groups of children.

**Up the Road.** Use a large heavy piece of cardboard and draw a diagram of a long path with a house, barn, or garden at the end. Colored kindergarten beads make good markers. In each track write a short sentence and a direction for going ahead. For example:

The children play under the apple tree. Jump five.

If the child reads the sentence correctly he/she may carry out the directions; otherwise he/she must stay in the same place. The child who reaches the destination first wins. Use with more than one child.

**Stop and Go.** Prepare some phrase cards and put them

into one pack. Be sure to include phrases like can help, can work, Stop!, come and work, I have, I can, etc. Place several red cards and green cards in the pack. A child may say the words until coming to a red card, which is the signal to stop reading aloud and to read silently until coming to a green card. The green card is the signal to continue reading aloud. Use with one or more children.

**Belonging Together.** Choose familiar categories of objects such as toys, animals, foods, and the like, and display them on the chalkboard ledge. Ask the pupils to pick up only the things to eat, only the things that go on wheels, etc. May be used with any number of children.

**Picture Collecting.** Simple picture collections aid in concept building and in classification skills. Collect some old magazines which the group can use as their source. Children cut out the pictures, mount them, and classify them. Some good classifications are farm, animals, toys, things that fly, things we ride in, etc. A shoe box makes an excellent container for individual collections.

**Telling a Color Story.** Assemble a set of cards with the name of a color on each. Distribute one or more cards to a player. The leader starts to tell a "color" story about the color that he has on his word card. Each child in turn adds his color-part to the story and then stands up. When the entire group is standing, the leader takes a second turn and then sits down. The story should be finished when all the children are seated. This game may also be played effectively with noise words: bang, pop, etc., and action words: sit, crawl, walk, etc.

**Doing Things.** List some action sentences on the blackboard. Example:

Bring the red book to me.

Build the house with the blocks.

Walk quickly to the window.

The child reads the sentence and then carries out the action.

**Interpreting Pictures.** The teacher shows a picture to the group and the group discusses the main idea or what they think is going to happen.

## FLUENCY AND RATE

**Short Stories.** Example: "Read this story to find out on what date the birthday party was held." To do this I should use the ... rate. (skimming)

**Questionnaire.** Have the children provide answers to lists of questions such as:

- 1 Why can't an arithmetic problem be read at the same rate as a story?
- 2 Why do we skim to find a specific bit of information?
- 3 If we were going to bake a cake, why wouldn't we use our speed reading rate?

**Omissions and Additions.** Keep (within each week) a list of additions and omissions of a particular child's reading. At the end of the week show the child how he reads a passage or sentence, etc., and then show him how it was written. Have him read both ways and have him tell you how he thinks he might have made the error. Example:

Text: Once there lived a king

Boy: Once upon a time there lived a king

Text: The little dog ran away

Boy: The dog ran away

**Choral Reading.** The children read along as a group on a story exercise. Each tries to harmonize with the group and thereby attention is directed to errors which cause discord. He/she will tend then to imitate, thereby eliminating errors and becoming more accurate, fluent, and expressive.

**Dramatic Oral Reading.** The teacher reads a sentence (or paragraph, etc.) out loud. The child (with a copy of the same book) attempts to read by imitation of the dramatic way in which his teacher reads, using voice inflection, proper speed, expression, etc. This can be helpful to slow down the fast reader and to help speed up the pokey reader.

**Teaching Machines.** The tachistoscope or flashmeter flashes words or phrases or sentences, etc. at fractions of a second. The child writes down or tells immediately what he sees. Continued exercises in this will help develop a more rapid association between the eye and the brain and will make for a faster reader. The Pacer may be used also. It can be set at a certain rate to go down the page, thus setting a pace for the child.

**Musical Chairs.** A phrase card is placed on each chair. A child stands in front of each chair. Children walk around chairs as music is played. When the music stops, each child stops in place, picks up the phrase card from his/her chair and in turn reads it to the group. Any player who "stumbles" on his phrase may ask a friend to help. The player is not out of the game. The cards are returned to the chairs and the music continues.

**Adaptions:** Word cards might be used. If no music is available another signal could be arranged.

**Rates of Reading.** The teacher makes a chart listing the different reading rates, after the class has discussed the existence of such rates:

1. Skimming Rate  
(fastest) (might have a comic picture of a rabbit with sweat dripping.)
2. Speeded Reading Rate  
(fast) (rabbit hopping)
3. Study Reading Rate  
(slow) (turtle walking)
4. Reflective Reading Rate  
(slowest) (turtle not moving)

Have the class, after discussing the rates, try to think of the different ways they would use each rate.

**Practicing Rates.** To practice reading in the above rates, the teacher might have different paragraphs mimeographed, each intended to be read by one of the four rates. For example, a paragraph with lots of dates and events (skimming), a newspaper article (speeded), a textbook page (study reading), and a cookbook page (reflective). Have the child tell why he chose a certain rate for reading a specific paragraph.

**Timing Record.** Have the child keep a time record of his reading. You might put a stop watch by the child so he can see it as he reads so many sentences (pre-counted). Record the time on a chart which is posted so the child can see it daily.

**Fluency.** Sit across from a child as he/she reads and watch his/her eye movements. Record the number of fixations per minute within a short given time period. If the child is unusually slow (to a degree that it affects his reading speed) because of stopping often, point out the number of fixations you counted and explain what it means. Keep a record. Next time, the child is encouraged to try to read carefully but not as slowly so that there will be improvement by having less fixations. A line graph might be a good way to record this progress.

**Short Stories.** Have a pamphlet of short stories prepared. Begin each story with directions indicating the purpose of that particular reading, but not telling the best speed at which to read that particular story. The child reads at the speed he/she feels is called for and writes this speed down in a blank provided at the end of the story. He/she then checks with a key to see if he/she picked the best possible speed at which to read that story.

**Storytelling.** The game may be played in which one child starts a sentence, (A little girl), another adds to it (went slowly), and another adds (down the aisle), and the last adds (of the church), each child repeating the first part of the sentence and adding his/her own with pauses between phrases. Players who cannot continue a sentence "lose a life" and are out of the game when they have "lost three lives." Groups should be no larger than six.

**Guessing Stories.** The teacher gives the children phrase cards and tells them to draw a picture that tells the same story as the card. After the pictures are drawn, the teacher asks each child to hold up his/her picture for the class to see. The children then guess what is on the phrase card, and the child finally reads his/her card to the class.

**Movies.** A large piece of cardboard is used. In the center of the board a rectangle about 10 inches by 6 inches is drawn. The upper and lower sides of the rectangle are formed by two slits about one half inch wide. The film is a long roll of paper wide enough to fill the

screen space. On this roll are printed short phrases which tell a continuous story. The phrases are so spaced on the roll that only one phrase will show on the screen at a time. The film is pulled slowly through the slits, and the children read the story by phrase.

**Speed of Reading.** The children or child should be given reading material at least one grade lower than their reading level. The content of this easy material should, however, correspond to the chronological and social ages of the child or children. Opportunities to read such books will ordinarily improve the rate of reading.

- 1 The teacher times the children individually on reading a selection of standard length and difficulty. A graph may be kept to show the progress made in this exercise. Selections of approximately 200 words in length have been found useful, the graph indicating each attempt horizontally, and the number of seconds required to read each unit, vertically.
- 2 The teacher writes a number of questions on the blackboard. The children read the questions and then are given the selection which contains the answers. They are allowed a short time to find as many answers as possible.
- 3 The children are given a selection to read. As each pupil finishes, the book is closed to indicate that he / she has finished. To check the relative reading speed, the teacher notes the order in which the pupils close their books. She then asks questions regarding the content of the selection read to check on comprehension in relation to speed.
- 4 The children are given a short selection to read in a limited amount of time. When the teacher calls "stop" the children close their books. The teacher uncovers a series of questions written on the blackboard which are based on the selection. The children write answers to as many of the questions as they can.

## WORD RECOGNITION

**Fish.** Prepare duplicate cards in pairs with one word on each card made on oaktag. The cards are dealt one card at a time, each player holding five cards. The remainder of the pack is placed in the center of the table, face down. The object of the game is to get as many pairs of cards as is possible and the winner is the one with the largest number of paired cards on the table in front of him at the end of the game when all the cards are matched. The player on the dealer's left starts by asking any child for a card that matches one of the cards which is held in his / her hand. For example, He / she may hold the word "which." If the child asked has the card, he / she gives it to the first player. This player

continues to ask for another card until he / she is not successful. When the one asked does not have the card, he / she says "Fish," and the child takes the top card from the pack. The game continues in this manner to the next player, etc. The game may be played with two or more children.

**Phrase Puzzles.** Make several phrases on oaktag large enough to cut. Have several sets in envelopes and have each set cut differently. Be careful not to cut words in two. Give each child a set of phrases. Have a stopwatch and time the children while they are completing the phrases. The child who first completes his phrases and repeats them correctly wins the "race."

**Checkers.** Materials: A checker board with words on a small slip of paper fastened on each square; a set of checkers. The two-color scheme of the board must be retained. Play as in a regular checker game. Each child must name the word on the square to which he / she is moving or over which he / she is jumping.

**Spin the Circle.** Use a large oaktag circle for this game. Attach a long pointer to the center of the circle and print words along the outer edge at an angle to the center. The player spins the pointer and reads the word at which it stopped. This may be used with one or more children.

**Build-a-Train.** Engines and railway cars are cut from oaktag. Each piece has a word printed or written on it. Children who pronounce the word correctly build a train which becomes longer and longer. The object of the game is to see who builds the longest train. Use with two or more children.

**Dominoes.** Prepare a series of small rectangular cards in the shape of dominoes with words in place of the dots. Follow the rules of dominoes. This game may also be used with phrases. Play with two or more children.

**Jalopy Derby.** Make a five car race track on a large piece of cardboard. Divide the track into three inch spaces, and mark a starting line. Print the words on tagboard. The first one tosses the die and moves as many spaces as the number of the die. If he / she can't say the word he / she loses a turn and the next child may use his / her word or pick a new one. If he / she doesn't use the missed word, the next player may use it. If no one uses the missed word, it is put at the bottom of the pile. When the game is over, special help is given with the missed words at the bottom of the pile.

**Word Sets Game.** Words grouped in sets of four similar things such as food, trees, animals, clothes, toys, people, and colors are put on playing cards. Four children may play together. Each child gets eight cards and his / her remaining cards are placed in a pile in the center. The children take turns drawing one card from the center pile and then discarding one. The child who first gets two complete sets of four similar words wins the game.



**Football.** On a large piece of paper draw a football field with sections to represent ten yards each. The game begins at the fifty-yard line, where a cardboard ball is placed. A set of cards with a word on each card is used. The first player reads the word on the first card. If the word is read correctly, the ball is moved ten yards toward the goal. If the word is read incorrectly, it is considered a fumble and the ball goes ten yards toward his/her own goal. When a child crosses the opposite goal line, his/her score is six. If the next word is read correctly, one point is added to the players' score. New words in a story could be used for this game.

**Erase-a-Word.** Children are asked to choose sides and stand in two lines at right angles to the blackboard. The teacher writes on the board two lines of words or sentences of equal difficulty; as many words or sentences as there are children. At the signal the first child in each line says the first word in his/her column. If correct, he/she is allowed to erase the word. This game is in the form of a relay race.

**Alert-O.** Place a number of word cards in the chart holder. Write a number on the chalkboard. The first child takes that number of cards. He/she should name each card as it is taken. Change the number for the next child.

**Hunting.** Pass cards to all but one of the children. As soon as each child knows his/her word he/she holds the card up so it can be seen by all the others. When all the cards are in sight, the teacher pronounces a word held by one of the children. The child who has no card goes "hunting." If he/she can find the word, it may be read aloud and taken to his/her chair. The child whose card has been taken is now the new hunter.

**Treasure Hunt.** The teacher places before the children a large box filled with small objects or pictures. Printed word cards corresponding to the objects or pictures are arranged along the blackboard ledge. Each child closes his/her eyes and draws an object or picture for which he/she must then find the corresponding word.

**Simon Says.** The teacher has a pack of word cards and a pack of picture cards to correspond with them. The teacher holds up a picture card and places a word card underneath it, exposing the two for only an instant. If the word is the name of the picture, it is equal to the command, Simon Says, "Thumbs up," and everyone in the group is supposed to put thumbs up. If the picture and the word do not correspond, Simon Says, "Thumbs down," and everyone is supposed to put thumbs down. The words and pictures increase in difficulty for higher grades.

**Ring-a-Word.** Utilize heavy plywood in constructing a board 2 x 3 feet in size. Space five nails on the board and paint numbers from one to five under the nails. Print words on small cards and hang them on the nails. Easiest cards should be placed on nail No. 1 and

progress until the hardest cards are placed on nail No. 5. Equip children with a box of mason jar rubber rings. The directions for the game are: "Ring the word and score the points if you can say it." For use with two or more children.

**Word Basketball.** Remove the top and one of the long sides of a packing carton. Use green and white to give what remains the appearance of a basketball court. The basket can be simulated by pasting two small paper bags on the outside ends of the box. If a player can call correctly a word he has drawn from the word pile, he pushes the word card through a slot above his team's basket and his/her side gets two points. If he/she calls incorrectly, someone on the other team tries. A referee will determine if the word is said correctly or not. The score can be kept by counting the number of cards in each bag. Use with two children or two equal groups of children.

**Word Rummy.** This game may easily be played by five players, a dealer and four players. Prepare twelve to sixteen sets of word cards, four cards to a set. (Each word is prepared four times.) Reserve one copy of each word for the players' pile and put the others into the dealer's pack. To begin, each player draws one card from the players' pile. The dealer draws a card from the dealer's pack and holds it up. The players who have a similar card may claim it after reading it. If no one claims the card, it goes back into the dealer's pack. When a player has four copies of a word in front, he/she may turn them face down and draw an additional card from the players' pile. The player who has the most tricks wins the game.

**Wheel of Chance.** A large cardboard clockface is numbered from one to twenty and fitted with a large movable hand. Beside the clockface the same number of words or phrases are printed. A child flicks the hand with his/her fingers, sees the number at which it stops, then reads the corresponding word or phrase.

**Word-O.** The materials needed are several large cards of approximately 6 inches by 8 inches in size. Small cards, each containing one word, and small wooden counters, small circles of colored paper, or beans will be needed. Divide the large cards into twenty-five squares, covering one side of the card. Write or type words in each square, changing the order of appearance on each card. The words free center may be put in the center square. The game is played like "Bingo." A "caller" pronounces words appearing on the cards, and the players attempt to get five words covered in a straight line horizontally, vertically, or diagonally, to win. The one who calls out "word" must read back his words which are covered, as a check.