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READING GAMES AND ACTIVITIES FOR DISADVANTAGED YOUTH.

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THIS MANUAL FOR TEACHERS OF YOUNG EDUCATIONALLY DISADVANTAGED CHILDREN CONTAINS SPECIFIC DIRECTIONS FOR CONDUCTING NUMEROUS READING GAMES AND ACTIVITIES. IT OUTLINES ACTIVITIES FOR IMPROVING THE CHILD'S VOCABULARY, LISTENING POWER, PRONUNCIATION, SPELLING, AND OTHER READING READINESS SKILLS. (LB)

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READING GAMES AND ACTIVITIES FOR DISADVANTAGED YOUTH

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UD 005 463

### TAKE AWAY GAME

Place word cards on the chalk rail. The first child may take out every word he knows and can read. The number he takes out will be his score. Then place the cards back on the chalk rail and let the next child proceed the same way.

### LANGUAGE ART GAME

Make up cards with pictures of animals or objects that make noise such as a clock or telephone. Place cards face up on table. Child selects a card but keeps it hidden. Then says to the group - "What am I? I say tick tock." Children guess what he is.

### TWO THINGS TO WATCH

Fill the chalk rail with word cards. Write the number 4 on the board. Tell the first child that he may take that many cards. Have him name each card as he takes it. Change the number for the next child, and so on. The object of the game is to see how fast the children can take all of the cards from the chalk rail.

### STAIRWAY TO THE STARS

Draw stars at the top of your board. Then draw a ladder. As the child gives you the correct words draw a stick person climbing up a run of the ladder. Continue this until child has climbed the stairway or ladder to the stars. This can be modified for use in other areas also.

### WORDO

To give practice in recognition of new vocabulary words, have a reading group play this game. Give each child a piece of paper that has been marked off into nine squares. Put about eleven or twelve of the new vocabulary words on the chalkboard. Have each child put any nine of these words on his squares in any order he chooses. A caller pronounces the words in random order. Each player covers the words called with construction paper circles. The first player to cover three words in a row in any direction raises his hand, pronounces the three words as a check, and wins the game. This game is similar to Wordo or Bingo which use new vocabulary words.

### CIRCLE GAME

Children sit on the floor in a circle. The cards will be on the floor in the center of the circle. They will be face down. Each child has a turn. He will take a card from the pack. If he knows it, he may say it and keep it. If not, he will put it face up on the floor. The next child may take that card if he wants to, or another card from the pack. The children see who can name the most cards.

## READING READINESS GAME

Teacher has large pictures. Children have small pictures. Teacher holds her picture up and says what it is. Then asks who has a picture of something that begins with the same consonant. The child who does pronounces the word and class checks if he is right.

## I AM THINKING OF A WORD

Fill the chalk rail with word cards. One child begins by saying, "I am thinking of a word." The next child says, "Is it \_\_\_\_\_?" and names one of the cards in the group. Continue until some child finds the right word. Then the game begins all over with the child who found the right word being the leader.

## READING READINESS

Children sit in circle with one child seated in middle with ball. He rolls the ball to any one child - says a word - that child must say back to him a word that rhymes. If he does it correct, he gets to sit in the middle with the ball. If not, the child in the center tries another person.

## GUESSING STORY ENDINGS.

Read short stories to the pupils from magazines or other sources. They should be stories with strong plots in which there exist clearly stated problems for which solutions are needed. Read only to the climax or solution. Then have the children tell what they think the possible solution might be. Then read the ending of the story to see if anyone had the same solution as the author.

## BE ALERT TO WORDS!

**Purpose:** To give practice in discriminating between words which are frequently confused with each other. Beneficial to students of grades 6 through 8.

**Players:** Two, three, or four

**Materials:** 24 small cards with one pair of words on each which are sometimes confused.

Dictionaries to which children can refer if they are in doubt.

**Directions:** The cards are distributed; each player receives one card. The first player lays down his card in front of him and reads the two words. He then must give one sentence in which the two words are used. If he does this, he keeps the card in front of him. If he cannot do this, he puts the card at the bottom of the pile, and the second player has a chance to



give orally his sentence. Cards are drawn from the pile as the game progresses. The game continues until all the cards are on the table. The player with the most cards is the winner.

**Adaptations:** Cards containing words in reading, social studies, and other subjects can be added from time to time.

### I AM THINKING

**Purpose:** To develop vocabulary and to increase listening power. Can be used with pupils of grades 5 through 7.

**Players:** two or more

**Materials:** None

**Directions:** The leader starts by saying, for example, "I am thinking of a word which means about the same as unhappy." The other players guess in turn by saying, for example, "Is the word sorrowful?" Whoever guesses the word becomes the leader.

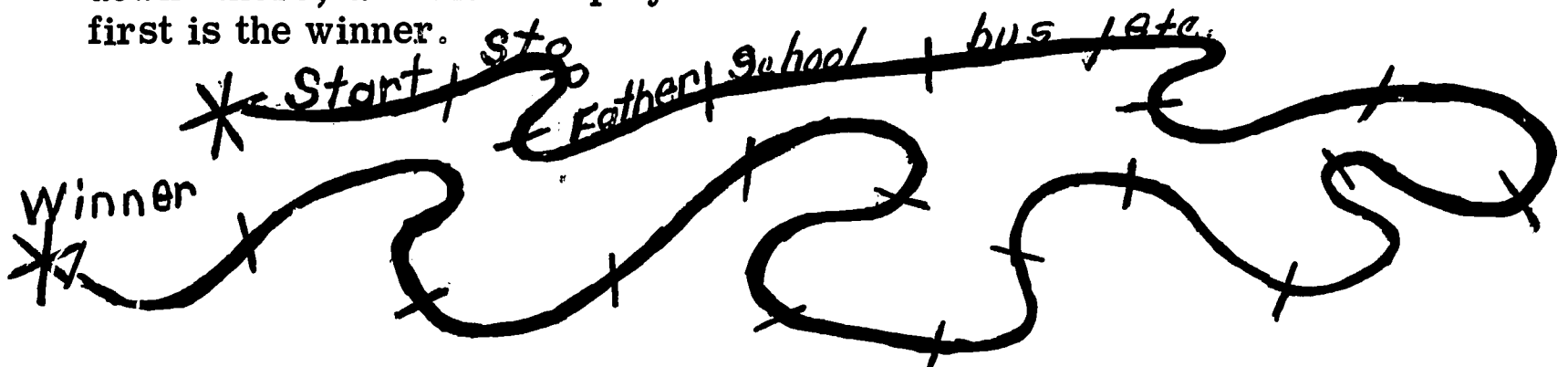
**Adaptations:** The players could be divided into teams and points given for correct answers.  
Instead of synonyms, antonyms could be used.

**Caution:** An umpire may be needed to determine the correctness of an answer. Dictionaries should be available.

This reading game has been profitably used after such selections as "Evangeline", "The Man Without a Country", and "The Legend of Sleepy Hollow" have been studied. Words from any reading selection, history unit, or the like can be used.

### WORD RACE

1. Each child selects a car - such as Cheverolet, Ford, Chrysler, etc.
2. Draw a long crooked line on the chalkboard for a highway.
3. Section it off (highway) and write words.
4. The child reads as far as he can. If he misses a word then his car "breaks down" there, and the next player starts. The one that reaches the finish line first is the winner.

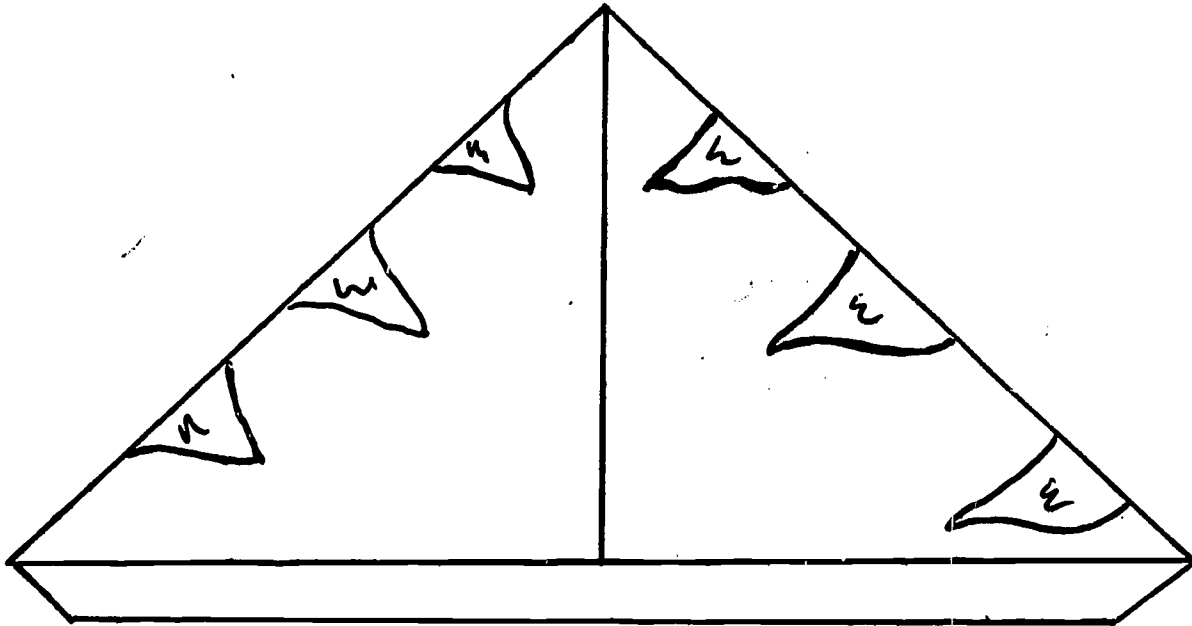


## PINOCHLE

1. Prepare cards in families of six, eight, or ten cards.
2. For example, one deck may consist of families of proper names, towns, foods, sports. Or, sets could be based on families of rhyming words, sounds, or words of different syllables. Each player receives six cards to start the game. A player must draw one card and discard one for each round. He may lay them down to "meld" any time he has four cards of a family.

## YACHTING

Make a series of "flags" from triangular pieces of colored paper. Then cut a large ship and mount it at the front of the room. Use a yardstick or dowel stick for the mast and run heavy cord or string to the deck. Assign colors to each team. When a member of a team knows a correct response to a question given by the teacher or the "captain" of the ship, he letters the word on a flag in pencil or crayon and attaches it to the strings. The team with the most flags on the yacht wins the game.

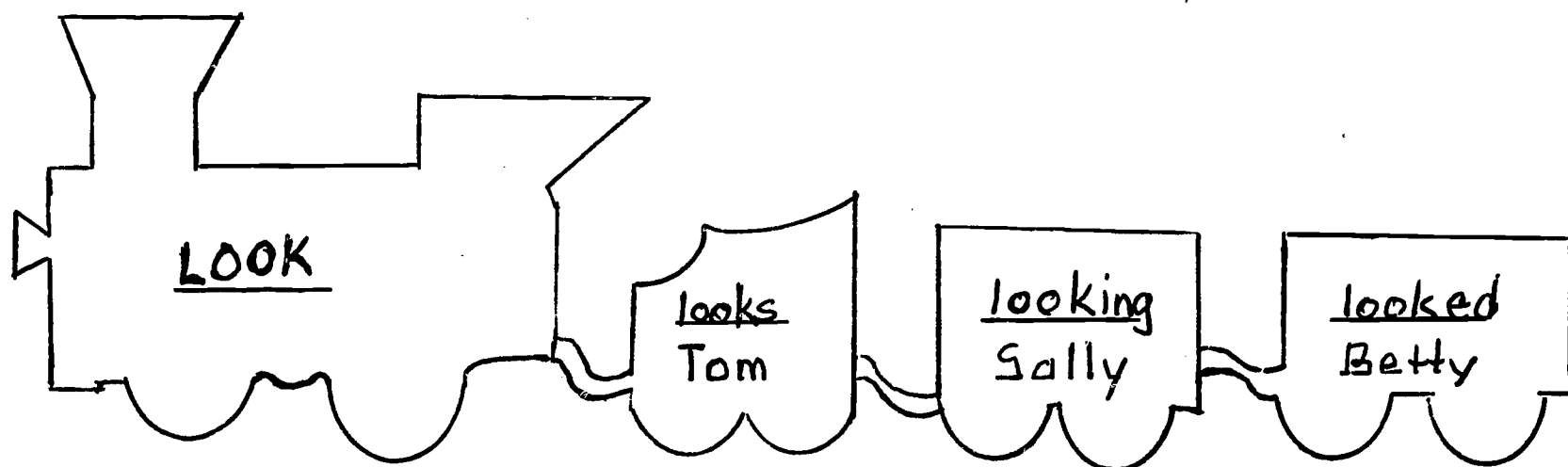


## LETTERS

Make the following chart and a number of cards with words that begin with each letter shown. Children may match the first letter of the word with the letter heading the column.

S	C	d	t	m
see	can	dog	to	mother
saw	come			me

## TRAIN GAME



Make a word train. Draw a railroad engine on the chalkboard. Write a root word on it (such as look). Any child who can add an ending to the word to make a new word may add a car to the train. On his car, write the word and his name.

## LETTER DETECTIVE

Give each pupil a card on which you have printed a consonant. Read a list of words. As you pronounce each word, the pupil who holds the card with the beginning consonant holds the card up. Then he must say the letter name and pronounce the word if he can.

This game may be played with final sounds also.

## SURPRISE BOX

1. Take a box such as a cigar box.
2. Fill with different shaped and sounding objects. (ball, rice, marble, pencil, etc.)
3. Pass box around class. Let each child hold and shake box for a certain length of time, telling what he thinks is in it and why. (something round that rolls and sounds hard)
4. When everyone has had a turn, have the children write paragraphs about what they think is in the box, using many "description" words to describe each article.

## REBUS

1. Keep a collection of small pictures cut from greeting cards, magazines, worksheets, etc.
2. The child may either choose a story or poem he has read, or he can write his own, substituting pictures for some of the words. Some children may choose to draw their own symbols or pictures.

## RHYMES

1. Tell the class a sentence you have made up. This works especially well when you use a child's name. Have the children try to think of lines to finish the rhyme. See how many different ideas you can get.

Example: "I see a boy whose name is James."

James answers: "He likes to play in baseball games."

2. Another use is using numbers.

Example: Teacher might say, "one, one."

Children might answer, "this is fun", etc.

Next would be "two, two," and so on.

## HIDDEN CARD

A number of word cards are needed. Any number of children can play. The teacher shows a particular card as "farm". This word will be the hidden word. After the children have looked at it, the card is placed in the pack of cards. Then the cards are quickly shown, one at a time, to the children. The children have been told to stand when they see the chosen word. This may be done several times and then a new card is chosen and the same procedure is followed.

## SLAY THE DRAGON

Draw a picture of a princess tied to a pillar at one side of the chalkboard. At the other side make a simple drawing of a dragon. Between the two pictures draw waves of water.

The object of the game is to remove the princess from the pillar by untying the ropes holding her prisoner before the dragon can reach her. When a child gives a correct answer a rope is untied, and a wave is removed when a wrong answer is given. (These are erased from the chalkboard.)

If all the ropes are erased first the princess is freed. If all the waves are erased first the dragon devours the princess. This can be used for review of vowel sounds, blends, phrase drill or for almost any review desired.

## CARD GAME - RHYMING WORDS

On 3x5 cards print words with different vowel sounds. Shuffle cards and give four to each child. A small pack of cards is left in the middle of table. The first player reads a word from one of his cards. Any player holding a rhyming word must give it to the caller. If player gets no card he may draw from pack on table. If he still fails to get a rhyming word, or if he cannot read the rhyming word he has chosen, he must discard the card he has chosen. The player with the most cards at the end of the game is the winner.



### WHAT IS GONE ?

Mimeograph a number of simple sentences leaving a word out. The child draws a picture for that word.

Example: "Rabbits have long \_\_\_\_\_."  
 "Bow-wow" said the \_\_\_\_\_."

Purpose: To Strengthen Word Meanings.

### CHANGE-O

Draw a circle on the blackboard. Make sure all children take a good look at it. Then have the children hide their eyes while the teacher changes the circle in some way (by adding or subtracting from the basic shape.) Then ask, "Who can tell us how the circle has been changed?" The child who describes the change correctly may make the next change.

Purpose: To help develop visual discrimination skills.

### JACK BE NIMBLE.

Place word cards in a row on the floor about a foot apart with a low candlestick (and unlighted candle in it) at the far end of the row. Each child jumps over a card after he has read it and at the end may jump over the candlestick.

Purpose: to help develop word recognition skills.

### CULMINATING ACTIVITY FOR DICTIONARY STUDY

Students prepare questions. All answers must be found in the dictionary.

Put questions and answers on slips of paper. Sample question:

1. Could you button your coat with a frog?

Ans. Yes, it is a type of clasp on clothing.

2. Could you live in a pagoda?

Ans. Yes, . . . .

Put all the questions in a box. Teacher or student can moderate. Each row plays as a team. With all dictionaries closed, the moderator reads the question. The first student to find the answer in the dictionary raises his hand. (emphasis: he must look the word up.) If he answers correctly, his team gets one point.

Get students to answer the question. Merely giving the definition without answering the question causes loss of one point.

Set a number of points for a game. Ten or fifteen to win works well.

### MATCH IT

Write a list of 10 to 15 vocabulary words on the chalkboard or on a large chart. Prepare a series of small cards and write the numbers from 1 to 10 or 1 to 15 on them. Place the cards in a box. The first player closes his eyes, draws a number, and then reads the corresponding word from the list on the chalkboard or chart.

## MIX AND MATCH

Select and cut out sentences from old workbooks. Cut each sentence in half and place the halves in envelopes or small boxes. Individuals or pairs of children may see how many of the mixed halves they can match to make complete sentences.

## BUILDING TEXTURE VOCABULARY

Into individual envelopes, place 2x3 pieces of as many different kinds of paper as you can find, from tissue paper to sandpaper - all different weights and textures. All kinds of descriptive words can be elicited. This can be used for comparison exercises and for drawing upon other object or nouns. Example: "What else can you think of that is rough etc. Other types of material may be used, such as cloth or wood. These could be mounted on a card also.

## INITIAL CONSONANTS - USING THE KINESTHETIC

Collect file boxes of objects, beginning with the various initial consonants, using a separate box for each consonant. Cereal or detergent boxes work very well. These may be covered with paper and the consonant written on the back. Then you will have it ready when needed. Objects may be added from time to time. There are many items and small toys that can be used. This will motivate for vocabulary, too.

## BANK BOOK OF THE ENGLISH LANGUAGE

New words are entered as a "deposit" in the child's word book. (The word must be used correctly in a sentence before depositing.)

Interest is paid after ten deposits.

The teacher enters a new word in red ink after ten deposits which the child must look u

## CONTINUED STORY

Tell a continued story, replacing the oral telling at crucial spots with previously prepared flash cards.

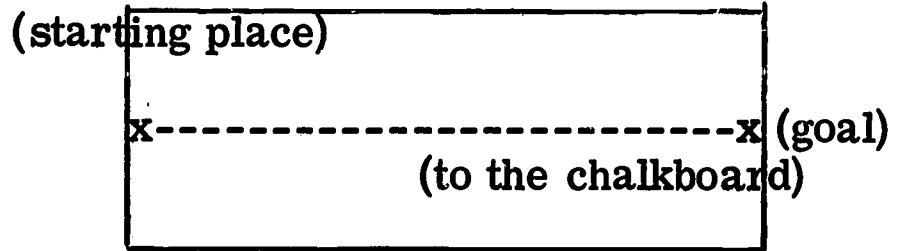
Example: "Johnnie stuck his head into the dark cave and to his horror he saw ....."; pause and display a flash card with the words (a big black bear.) If necessary, expose the card several times, but do not say the words aloud.

## TAKING A WALK

Grades 1 - 2

Use for Auditory Perception of Initial and Final Consonants

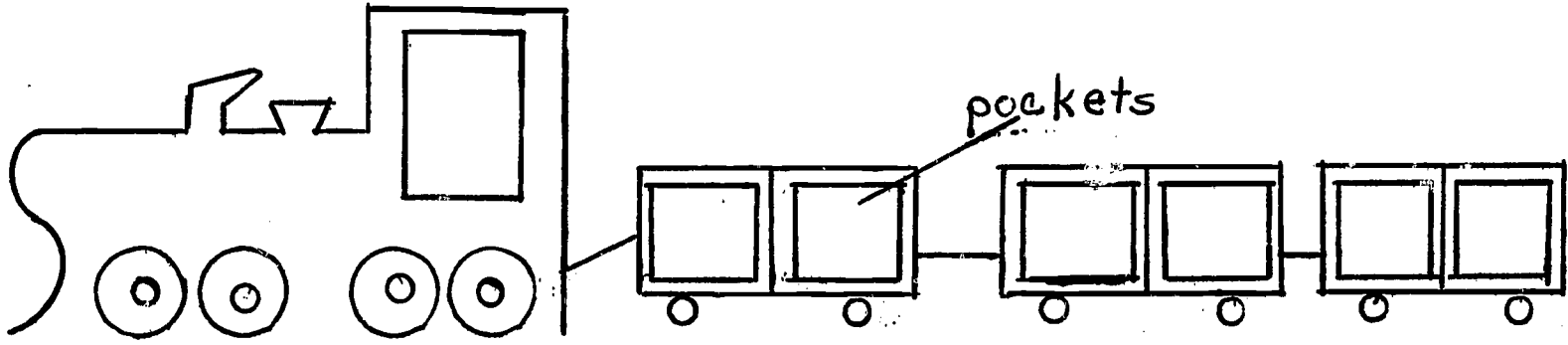
Set a goal:



Give a child a key word and let him give as many like it as he can; he takes a step toward the goal with each word he can say. The winners are those who reach the goal.

Key Word Example: (LOOK) like, lemon, log, love, etc. (TOY) tall, tin, top, etc.

## THE WORD TRAIN



Make a freight train with pockets on the cars.

Make a set of word cards for the train (about 20, 3x3)

Taking turns, each child says the word and puts it in a car pocket. The one who loads all of his words on the cars is the winner.


Two, three, four or five may play.


## CATCH THE CAT

Draw or cut out the picture of a cat. Make a set of consonant letters on large 5x3 cards. Flash the card and let a child give a word or find a picture that began or ended with the letter as you ask. Ten right answers moves you to the chair by the cat. Two to five can play.

## EXPANDING VOCABULARY

On the chart place a series of pictures with common nouns and leave space for children to add other names for the same things as they find them in their reading.

	<ol style="list-style-type: none"> <li>1. trail</li> <li>2. lane</li> <li>3. highway</li> </ol>
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	<ol style="list-style-type: none"> <li>1. round</li> <li>2. red</li> <li>3. delicious</li> </ol>
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## BOOK JACKET STORIES

Use book jackets from the library by pinning several on the bulletin board with a caption:

\*Choose a Book Jacket

\*Use the Same Title

\*Write Your Own Story

Children can compare and contrast the stories they wrote with those of the original author.

## HUMAN SPELLING

**Preparation and Materials:**

Distribute one complete alphabet set, giving each child one card. If there are more than 26 children in your class, give the remaining children cards from the second set, distributing first the vowels, then the most frequently used consonants.

As you pronounce words to be spelled, the child holding the correct letter stands until the word is spelled, all the letters given.

## AROUND IT GOES

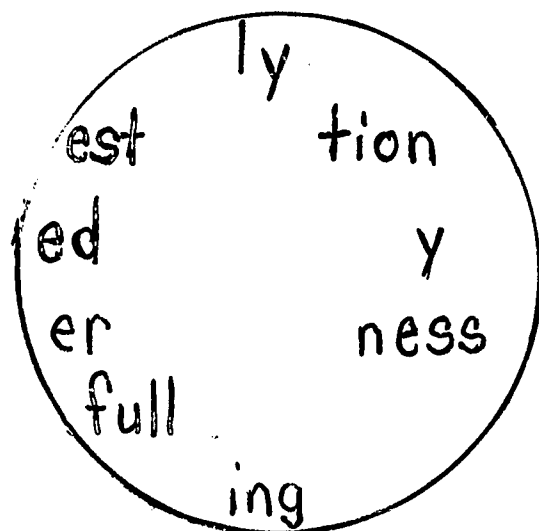
**Objective:** Practice in forming words which have prefixes or suffixes

**Players:** A small group.

**Materials:** A large wheel with a spinner.

**Directions:** Make a large wheel from tagboard with prefixes or suffixes around the rim. As each player spins the wheel, he must give a word that ends with the suffix or begins with the prefix at which the spinner stops.

**CAUTION:** Words like under prefix, her suffix unacceptable - check meaning.



## WHO-WHERE-WHEN-WHY

**Purpose:** Recalling events in reading and associating ideas.

**Players:** Reading group.

**Directions:** Children take turns describing a character or animal in a story. The one guessing correctly gets to be it. A description of a place, when something happened, why event happened may also be given.



## DRAMATIZING STORIES THAT TEACH LESSONS

**Purpose:** To give pupils practice in interpreting what they hear or read and to develop critical thinking.

**Materials:** Number of short stories to be read to class.

**Directions:** The teacher reads stories that show unacceptable behavior in library, or discourteous behavior at the dinner table, or poor playground behavior. Two or three players act it out. Children discuss possible solutions to problems.

**Adaptation:** Children may write their own stories concerning a particular problem, etc.

## IT HAPPENED LIKE THIS

**Objective:** Recognizing sequence of events

**Players:** Two or more - reading group - class

**Material:** Several series of cards with sentences on them.

**Directions:** The children are to arrange the sentences in the order as they appeared in the story.

**Enrichment:** Children may write own stores - Write sentences on cards - Read to partner or class, arrange in order of happening.

## BULLETIN BOARD

Tack large colorful pictures of an apple, a boat, a scooter, etc. on the bulletin board. Make word cards to correspond with these pictures. The pupil tacks the appropriate word under the picture. A large envelope tacked on the ledge below the bulletin board is convenient for storing the word cards. Be sure, too, that there is an available supply of tacks or pins nearby.

For more advanced readers, sentence cards may be used.

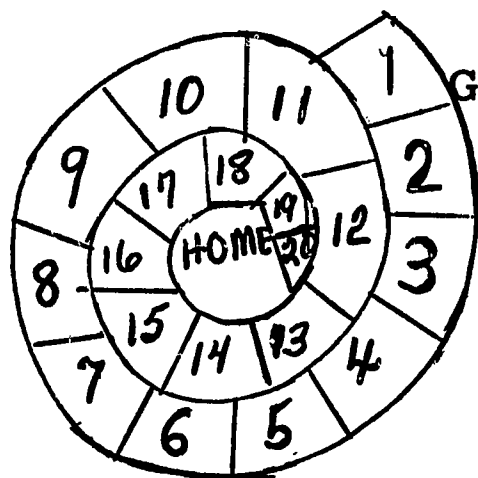
## TELL WHAT IS MISSING

Mount some colorful pictures on heavy paper for this game which may be played in small groups with a leader. Cut one major part from each picture in the shape of a circle, square, rectangle, triangle, cross, etc. Then put the pictures into a large envelope and the cut-out pieces into a smaller one. The smaller envelope may be pasted to the large one for convenience. To play, a leader holds up one picture at a time for all the players to look at carefully. The player who correctly tells what is missing may hunt for the missing part.

## MATCHING PICTURES

Collect two copies of about 30 colorful pictures of familiar objects such as a dog, truck, sled, etc. Mount these pictures on cards and collect them in a pack. From two to five children may play this game. To begin, the group chooses a leader to deal all the cards to the players. The first player puts one of his cards in the center of the table, face up, so that all the players can see it. The child who has a card that matches it may take it and put a different card from his hand - into the center. The player with the most pairs wins.

At first, the series of the pictures may be of different objects but for better discrimination the series may be made up of variations of a single object, for example, hats: a blue hat, a red hat, a lady's hat, etc.



## GAME FOR DRILL ON SIGHT WORDS

Draw with a magic marker on square tagboard about 24x24. Two to Six players. Give each participant 20 sight word cards. As the child says the word on the card, he puts it in place beginning with 1 and proceeding consecutively to 20. If he does this without error, he receives 1 point. He then begins at "Home"

and unwinds the circle, saying each word as he picks up a card. If done without error, he receives a second point. Keep a running score. This is easily done by clipping a 5x8 card onto the game to be used as a score card. Each child's name is written on the score card and tally marks-in groups of five-are used for scoring. One member acts as score-keeper. If the player doesn't know a word, a previously delegated member of the group writes it on a flash-card - colored construction paper. Use the magic marker for this - children like to write with it. Flash cards can be taken home for further practice.

## TO DEVELOP SKILL WITH PREFIXES AND SUFFIXES

Cut tagboard in large strips about 3x12 inches. In the center of each strip write a root word that is adaptable to the use of varied suffixes and prefixes - avoid words which may have to be changed at the end, i.e., words ending in "Y" or words that need another like consonant at the end before adding a suffix. Place two paper clips at the top of each strip for insertion of prefix and/or suffix - or both.

On smaller colored construction paper write the suffixes and prefixes to be learned. Suffixes on one color, prefixes on another color. These are to be put into labeled envelopes, i.e., prefixes - green, suffixes - blue. The child, in working with this device, tries to see how many sensible, useful, words he can make by building new words using the already familiar roots, prefixes and suffixes. As the child is working independently, check with him from time to time to see if he understands the meaning of the new words. If time does not permit, have him list the words as he makes them, then discuss with him later the usefulness and meaning of the words.

Remember - - MEANING

Don't let this device lapse into isolated word - calling!

## TO DEVELOP ABILITY TO USE INITIAL CONSONANTS OR BLENDS

Before using, be certain the child knows the sounds involved.

Cut tagboard about 8x12. Make a clip chart in this manner:

Can You ?	
+ack	+ad
+ap	+ar
+ain	+ace
+am	+and
+eep	+ate

(+ = paper clip)

Cut tagboard rectangles 1x2 inches. On each one write a consonant or blend which, when clipped in place will make a word. These are put into an envelope pasted on back of the tagboard. Also on the back is the word "consonant" or "blend", whichever sound each device is to be used for. In order not to get the small sound cards mixed up, number each large card correspondingly on the back and each small card that goes with it. Then all large and small cards with number "1" belong together, and all with number "2", etc.

This is used as an independent activity. Check with the child to see if he is making real words - ask him what each means, or to use it in a sentence. To use this same device in a small group activity - 2 to 6 children - construct identically on tagboard 24x36. Hang on chart rack. Make the smaller sound cards 2x6. Give each child a sound card. As he determines where it can be placed to make a word it is his "turn" to go to the chart rack and insert the sound card in the paper clip at the proper place. Have him tell the group the meaning of the word or use it in a sentence. The child receives another sound card, until all have been handed out.

This device allows for much interchange of initial sound to make a variety of words.

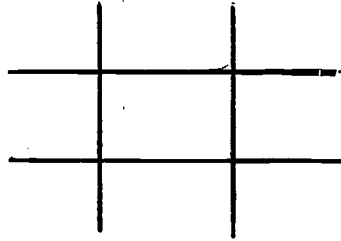


Almost every time it is used, new words appear. Take pains to choose sounds that will blend well to form many new words rather than having limited sounds that will result in the same words time after time. This game allows for some physical activity of the participants - an important consideration to remember. This device can be altered to stress either medial or final sounds. Remember - **MEANING** - Don't let this device lapse into isolated word-calling!

### TIC-TAT-TOE

(Can Be Used in Language Arts or Social Studies)

Draw a Tic-Tat-Toe diagram.



Instead of using "x's" and "o's", one person could be nouns, his partner, verbs; or one person could be proper nouns and his partner common nouns; and so forth for the various parts of speech. The first person to get a consecutive row across, down, or diagonally of nouns or verbs, wins.

go	chain	tree
cat	sit	run
boy	pen	come

To make the game more difficult add a third horizontal line and a third vertical line.

floor			
	dish		
		clock	
			ball

Tic-Tat-Toe may be easily adapted to states and abbreviations or states and capitals.

### MATCH-O

Collect pictures and make a set of picture cards showing a house, a man, a cart, a dog, etc. Make a corresponding series of word cards. The picture subjects must be identifiable by more than one word, eg. House or home, Man or father, Cart or wagon, Dog or pet or animal, etc.

Display the pictures on the chalk ledge. The word cards may be placed in a book or a grab bag. Each player in turn draws a word card and matches it to the correct picture. If the player knows the word, he may keep the card; otherwise he must return it to the grab bag. The player with the most cards at the end of the game is the winner.



### TAKE IT AWAY

Prepare cards on which known words have endings such as s, es, ed, ing, ly, y, n, and er. Place the pack face down in the center of the table. The first player turns the top card, names the word, then covers the ending and names the base word. If correct, the players say "Take It Away" and he keeps the card. If incorrect, he must place it at the bottom of the pack in the center of the table.

### WORD RUMMY

This game is played by five players, a dealer and four others. Prepare twelve to sixteen sets of word cards, four cards to a set. (Each word is repeated four times, once on each of four cards.) Reserve one copy of each word for the players' pile and put the others into the dealer's pack. To play the game, each player in turn draws one card from the players' pack in the center of the table. Then the dealer draws a card from the dealer's pack and holds it up. The player who has a similar card may claim the one being held up, after reading it. If no one claims the card, it goes back into the dealer's pack. When a player has four cards on which the same word appears, he may turn the "book" face down in front of him and draw an additional card from the player's pile. The player who has the most "books" wins.

### TELL THE OPPOSITE

**Purpose:** To provide opportunities for recognizing antonyms (for pupils of grades 6 - 7)

**Players:** Two

**Materials:** Cards on which have been typed lists of 10 words.

Part A-1	Part B-1	Part C-1	Part D-1	Part E-1	Part F-1
1. hot	1. morning	1. honest	1. faster	1. kind	1. former
2. top	2. slowly	2. lose	2. useful	2. bright	2. beautiful
3. inside	3. success	3. often	3. east	3. near	3. up
4. long	4. careful	4. pleasant	4. north	4. day	4. high
5. upstairs	5. coming	5. maximum	5. quiet	5. rarely	5. thick
6. sweet	6. obey	6. whole	6. prudent	6. easy	6. large
7. summer	7. opening	7. cool	7. cloudy	7. happy	7. tall
8. early	8. begin	8. save	8. smile	8. courageous	8. upward
9. little	9. absent	9. always	9. good	9. proud	9. permanent
10. narrow	10. friend	10. hard	10. every- where	10. younger	10. cheerful

Part A-2	Part B-2	Part C-2	Part D-2	Part E-2	Part F-2
1. cold	1. evening	1. dishonest	1. slower	1. cruel	1. latter
2. bottom	2. quickly	2. find	2. useless	2. dull	2. ugly
3. outside	3. failure	3. seldom	3. west	3. far	3. down
4. short	4. careless	4. unpleasant	4. north	4. night	4. low
5. downstairs	5. going	5. minimum	5. noisy	5. frequently	5. thin
6. sour	6. disobey	6. part	6. foolish	6. difficult	6. small
7. winter	7. closed	7. warm	7. sunny	7. miserable	7. short
8. late	8. stop	8. spend	8. frown	8. fearful	8. downward
9. big	9. present	9. never	9. bad	9. humble	9. temporary
10. wide	10. enemy	10. soft	10. nowhere	10. older	10. gloomy

(Part 1 contains lists of words to be dictated. Part 2 contains lists of words that are antonyms.)

**Directions:** One student pronounces a word from his list. The second player gives the antonym of that word. If he is able to do so correctly, the ten words, he becomes the leader and asks his companion.

**Adaptations:** This game could be used with synonyms or homonyms.

**CAUTION:** Have children refer to dictionary if there is a difference of opinion.








SCRAMBLE

See the letters

Each set of letters can be moved around to make an arithmetic word.

Write each letter in a square.

Use the letters in the shaded boxes to form a new word. It's another arithmetic word.

EENSV		Answers: Seven
MSU		Sum
EMOYN		Money
SAEB		Base
GIFREU		Figure
AARE		Area
PUZZLE WORD		NUMBER

I CHALLENGE YOU

This game can be used in drill or word usage. Divide the class into two teams. Team "A" and team "B". Team "A" chooses one of its members to stand and begin reading sentences chosen from text on correct usage of pronouns or verbs. (Filling in the blanks type.)

He continues until he makes an error and for each correct answer his side gets a point.

If a member of side "B" hears an error or thinks it is an error, he stands and says, "I challenge that." Then member "B" gives the sentence correctly, and continues until he is challenged by the other team.

If anyone challenges a correct answer, the other side gets an extra point and gets to continue. If the challenger also answers incorrectly when he has challenged a wrong answer, a member from either side can challenge. The game continues until all members have had a turn, or until time is called. The side with the most points wins.

BUILDING WORDS

Print a word on the board in column form; the first letter on the first line, the second on the second line beneath the first, and so on. The same word is printed backwards in column form opposite the first column. For example, the word "apostrophe" would look like this:

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

The players write on a paper, words beginning and ending with letter opposite each other. The group may establish rules regarding the length of words, use of the dictionary, etc. The winner is the one who finishes first, or the one who has the most words in a given period of time.

### REPORT CARD FOR READING

- Report card of -
1. Name of the book
  2. Author's name
  3. Type - fiction, non-fiction, etc.
  4. Important character or characters
  5. Subject - what the book is about
  6. Good qualities - What you liked about it.
  7. If liked or disliked - tell why
  8. Grade the book - Excellent

Good

Fair

Dull

This type of report card would be done with library books. After the child has finished the report card, it is placed in a file. Any child can read the report card about the book.

Usually your better readers will read the best books, therefore, this might motivate the poor readers to choose some of the best books.

### PRONUNCIATION GAME

The respelling of various words from the reading, spelling, and language books are placed on small index cards. The children are given these cards; they write the word they think it is according to the respelling on a separate sheet of paper. They check their papers by looking the word up in the dictionary.

### BOUNCING BALL

One child is Leader. He chooses a word from the list of spelling words. He whispers the word to teacher (or child taking part of a teacher). He bounces a large ball once for each letter in the word. Calls on a child to guess the word. The responding child starts with "Is it \_\_\_?" Spells the word. The leader says "Yes it is \_\_\_" or "No it is not \_\_\_" and spells the word. The child who spell the word correctly is the next leader.



## ALPHABET JUMBLE

The alphabets arranged in the room above the chalkboard are covered. First, the children write each letter of the alphabet on a small piece of construction paper. Scramble the letters up on their desks, then arrange them in alphabetical order. After placing the letters alphabetically, the children are given a list of words on the board to arrange in alphabetical order. With the alphabets directly in front of them, they can easily see and more quickly complete the arrangement of the words.

1. This type of game would strengthen their library skills in finding books.
2. It would take less time for them to find information in various reference books.
3. The alphabets could be used as a game; the teacher could see which child could put all of the letters in order first.

## TIC-TAC-TOE

Put the review words on the board in a circle. Using a pointer, go around the circle reciting this rhyme:

"Tic-Tac-Toe, Tic-Tac-Toe, Around and around we go, Whenever we stop I wonder if \_\_\_\_\_ knows."

Call on one child. If the child knows the word, he is the next leader.

## MRS. SAW AND MRS. SEEN

Mrs. Seen is a kind mother. When she goes anywhere, she takes one child with her. Her children are: have, has, had, were, are, been, be, am. Sometimes Mrs. Seen takes two children - has been. Mrs. Saw never takes a child with her. She goes alone.

## GOING TO THE PARTY

Draw on the board a house at which there is to be a party. Make a long flight of steps with a new vocabulary word on each step. If a child can name all of the words correctly, he can go to the party. Draw a stick figure in the window to represent the child at the party. If more space is needed, add a porch to the house.

## FREE THE PRISONER

Use a puppet or a doll; wrap rope around it 5 or 6 times (may use pupil for the prisoner, too - two or more for a race), have the children give answer to: Story sequence - vocabulary - initial consonant - blends, etc. For each correct answer, untwist one coil or ring of the rope. See how quickly prisoner can be freed.

### BOWLING GAME

Use old milk cartons, paint with Tempra, put drill material(s) as wished on each pin. Child rolls ball, and names word or answers question on those pins knocked down. Many variations can be used through the grades, depending on goal sought.

### COMBINATION GAME

A child is given a card(s) with a specific item(s) listed and the teacher may call for that child to stand and display card with fast, then ask for the antonym. The child having the card with the correct response is to stand and display card. Mistake will eliminate. Many variations possible.

### WORD BINGO

For this game bingo type cards are used with specific words or ideas in squares. Cal may ask for word which means, or opposite of, or any variation that may be desired. The pupil who has the correct answer is to cover squares till a "Bingo" is reached. Can be initiated with whole class, but more effective if played by only 4 to 6 players during free time.

### SANDGLASS RACE

An ordinary dimestore sandglass is placed on work table; beside it are sheets containing drill sheets. Each sheet contains a different drill item, for instance, how many words can you make using the prefix: UN before the sand changes from one side of the timer to the other. Can use program items where answers available for self-checking.

### BUS DRIVER

One child is chosen as bus driver. He stands behind the chair of the child in the first chair. The teacher holds up a word card or a phrase card. The first child to call out the word or phrase is the bus driver and moves over behind the child in the next chair and the next card is held up by the teacher.

### SHOPPING

Put words or phrases on cards and put them in a shopping bag. These can be words that may be found in a toy store, or grocery store. Each child draws a card. The teacher then asks for a card that begins with a certain letter. Those children bring their cards up and tell what they bought.

### IS IT ?

Words or phrases or sentences are placed in word chart. Child whispers to the teacher the one he is thinking about. He then asks the other children to guess which one he chose. The child that is going to guess will say "Is it \_\_\_\_\_?" The leader will say NO, it is not \_\_\_\_\_. Repeating the phrase or sentence or word.

### I DOUBT IT!

1. 3x5 cards
2. Write vocabulary words from any area of study or use the Dolce cards.
3. Deal 5 or 10 cards to each player.
4. Dealer starts first by placing a card in the center of the table face up, (known as used deck).
5. Any of the other players can challenge the card by saying "I doubt it" (I doubt that the player of the card knows how to say the word and give its meaning.)
6. If the player knows the answer the challenger must pick up the card.
7. The center pack (used deck) may build up if several players go unchallenged.
8. The object of the game is to get rid of all the cards held in hands.
9. As soon as the first player has gotten rid of all his cards (he gets 5 points) and 5 more are dealt to all the players.
10. If anyone doubts the authenticity of the meaning of the word, he can say, "I challenge your meaning." If the answer is right the challenger draws a card from the unused deck. If the meaning given is wrong the player of the card must draw one card from each of the other players.
11. A challenge must be automatically made after every tenth card is played.

### FISHING

1. Cut wooden blocks of different sizes and shapes (or get waste blocks from the shop.) Paint these in bright colors, number them and put on brass hooks.
2. Make two or more poles (dowels) and attach a string or cord with a wire hook at one end.
3. Divide class in two or more teams. Choose a captain to give the answer to the teacher.
4. On large cards, write the numbers to correspond with the numbers on the blocks. Write questions on these cards about a story the class has read (or any subject area).
- \*The different colors can denote the worth of a question. Red-2 points, green-4 points. The green blocks then have questions that are harder to answer. Write on the board what each color is worth.
5. Place these blocks on the railing of the chalk board.
6. The captain appoints a fisherman for the first round. Depending on the size of the children a line should be drawn several feet from the chalk board.
7. Use an egg timer to give each team enough time to hook the block and return to his team, get the numbered card, and find out the answer which the captain reports to the teacher at the end of the time period.

### ADD A FIX

1. Write a name of a famous person or season vertically.

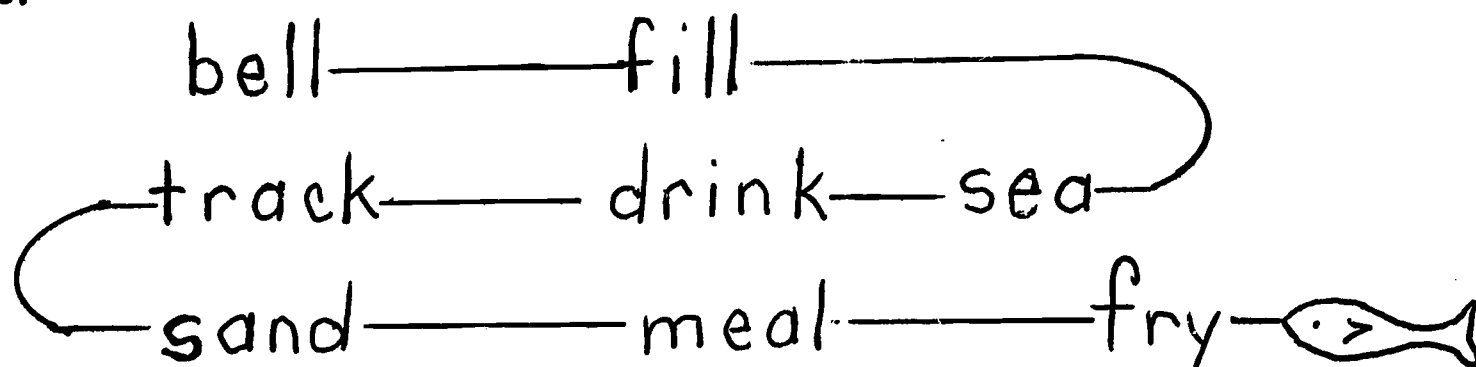
	Judge	ment		Break	age
	Add	ed	un	Open	
re	Main		re	Number	
	E			Draft	ed
un	Satisfied				

2. The students are to make a root word. Then add a prefix or a suffix.

### FOLLOW THE TRAIL

Materials: Chalkboard and chalk

Procedure:



Object: Can you follow the trail by substituting initial consonants or blends in order to form two new rhyming words? If you can you are entitled to part of the worm.

Deviations: Rabbit and carrot; dog and bone; etc.

You can also use it for vowel sounds, compound words, syllables, homonyms, etc.

### CALL MY BLUFF

Materials: Vocabulary words of any type on individual cards.

Procedure: Class is divided into two teams. Three members of each team form a panel. Panel members from Team I are given a word card. One of these three people gives the correct definition for the word while the other two members of this panel make up a definition. The object then for Team II's panel members is to guess which definition is the correct one for the given word. If Team II succeeds, they score 5 points; if they fail, Team I scores 5 points for fooling them. Panel members alternate in order to give all team members an opportunity to be on the panel.



## PANTOMINE

**Materials:** Any given list of vocabulary words.

**Procedure:** Child chooses one word from list and acts out its meaning.

Anyone from the class tries to guess which word he is pantomining. If he is correct and can use this word in a complete correct sentence himself, he is entitled to the next turn and game continues.

**Object:** Expand vocabulary and use words yourself.

## QUIZ MASTERS

**Materials:** Any given reading material

**Procedure:** Each reads material silently to himself, thinking of appropriate "quiz question" as they read. On completion of this reading, one child is chosen to ask their question. Anyone who can answer that question in a complete sentence may then ask their question and on until material has been covered. Questions may not be repeated.

**Hints:** Length of reading material must be short at first and time may have to be allotted in order to read through material twice.

**Object:** Learning to discriminate the important information in any given material.

## SUGGESTED ACTIVITIES FOR CULTURALLY DISADVANTAGED

### WATCHING GAME FOR SEQUENCE

A pupil (or teacher) does a number of acts - i.e., knocking on door, writing on board, and getting a book. The class is asked to repeat acts in correct order.

### DIRECTIONS GAME

Pupil is called to front of room and given directions - "Go look out the window then run back to front of room." Directions should be increased later.

### DESCRIPTIVE WORD GAME

Teacher holds up familiar object in order to get descriptive words such as round, heavy, square.

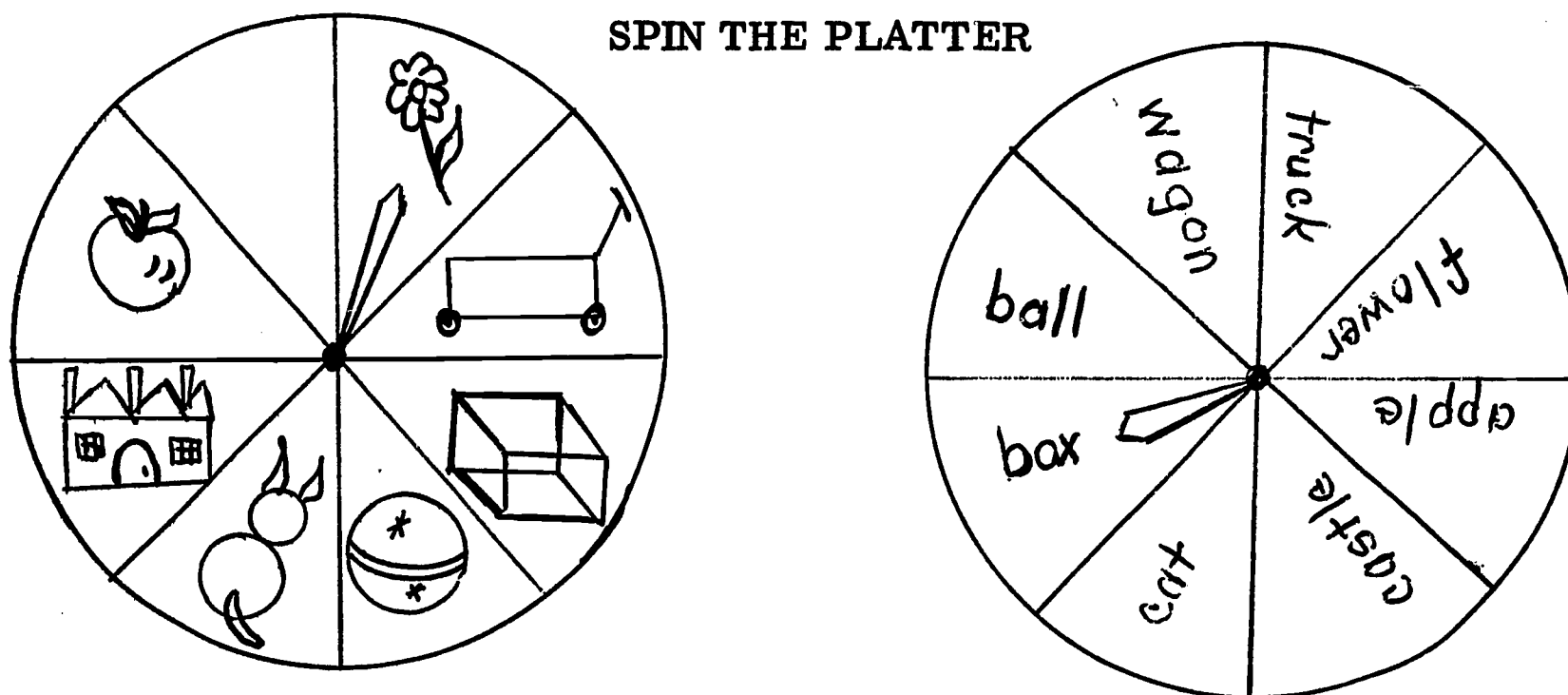
### GOSSIP GAME

(For listening, Preferably played in reading circle.) One pupil whispers something to the child next to him. This child in turn whispers to the next one, etc. The last child in circle reports aloud what he heard.

## VOWEL RACE

Along the chalk tray of your chalkboard, write different vowel sounds, both long and short (just the sound - a, e,) place an eraser on the tray. Let a child push the eraser down the tray freely. Where it stops, the children must give as many words as they can with that vowel sound. Next child does the same. May be a race to see how many they can do, or so many in a certain time limit.

## SPIN THE PLATTER



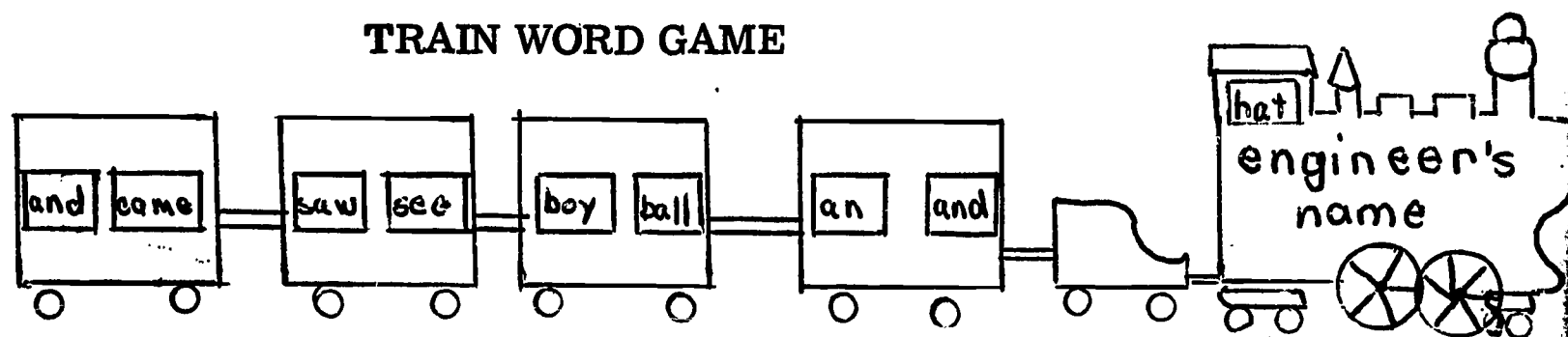
**Materials Needed:** Large oak-tag circle

Pictures cut from magazines, newspapers, workbooks, etc. Word cards.

**Procedure:** Use a large oak-tag circle. Around the outer edge paste or staple six or more pictures (No. I) (Illustration above). Attach a large pointer to the center of the platter so that it spins easily. Print the several sets of corresponding cards and give each player a set. Each player in turn spins the indicator and must find the word from his stack that describes the picture where the indicator stops.

**Variation:** Use words instead of pictures as in Illustration No. II.

## TRAIN WORD GAME



**Materials needed:** Tagboard, word cards, a cap for the engineer

**Purpose:** Word recognition

**Procedure:** This game is good to review old words and learn new words. Draw a picture of a train on tagboard. Each of the cars has two or three windows on which a word card is placed. In order to be an engineer, a pupil must start at the caboose and read from left to right until he says every word correctly. If he is successful, he writes his name on the engine, dons the engineer's cap and becomes "teacher" (that is, he points to each

word for the next child). If he says the wrong word, the pupils at their seats who observe the error cross their arms, imitating the railroad crossing sign. The first child to cross his arms is asked to give the word correctly, and then he is the next to try to be engineer. The child who misses the word has his name written above the word by the teacher. He can observe his progress when he has another chance to try to reach the engine.

### MATCHING INITIAL CONSONANTS AND BLENDS

Materials needed: Word cards.

Purpose: Structural analysis. Practice initial consonants and blends.

Procedure: Prepare a set of cards similar to those in illustration (No. 1) below. Prepare a set of small squares with beginning consonants and blends, as in Illustration No. 2.

at	ould
ing	an
op	oy
ake	and
oop	in
ead	ow
all	it

br	sh
dr	th
t	c
f	h
m	p
s	l
b	r

et	ed
ill	ear
ar	ip
on	ell
ay	en
ew	ame
ut	ot

Turn the small squares (No. 2) upside down on the table and mix up. Each player chooses one in turn and makes as many words from the word endings (No. 1) as he can. When he can make no more, or when he misses one, the next player to the left will draw and repeat. The player having the most to his credit at the end of 5 draws wins. Mix beginnings and choose new ending card for the next game.

### CONSONANT BLEND BINGO

Make a set of cards squared off similar to the game of "Bingo". In each square place a consonant blend. Teacher or one in charge reads three words, all beginning with the same blend, e.g., flowers, floor, flute. The children look for correct blend (fl) and cover it. They say, "Bingo" when they get 5 in a row; across, down or diagonally. (Directions are same as Bingo.)

## PLAYING ZOO

**Materials Needed:** None

**Purpose:** Developing experience background

Listening acuity

Ability to express oneself

**Procedure:** A group of animals approach the catcher and at a distance of about 5-1/2 feet they stand in line while one of their group describes the type of animal the group has in mind. The catcher guesses the correct animal it is. When he guesses the correct animal, the group runs for its goal. If any are caught by the animal catcher, they become catchers and must return to his goal with him. The game may continue until all in the group are caught.

## VOCABULARY BUILDER DRILL

Place vocabulary words on flash cards. One child comes to front and faces the class. Second child holds a card high above first child's head so that everyone in the class can see it except the child guessing. The children in class give a riddle or rhyme and first child should be able to guess the word. Example: "I am thinking of another name for burro." Answer: donkey. Choose sides if you wish.