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# Green Series Games and Activities



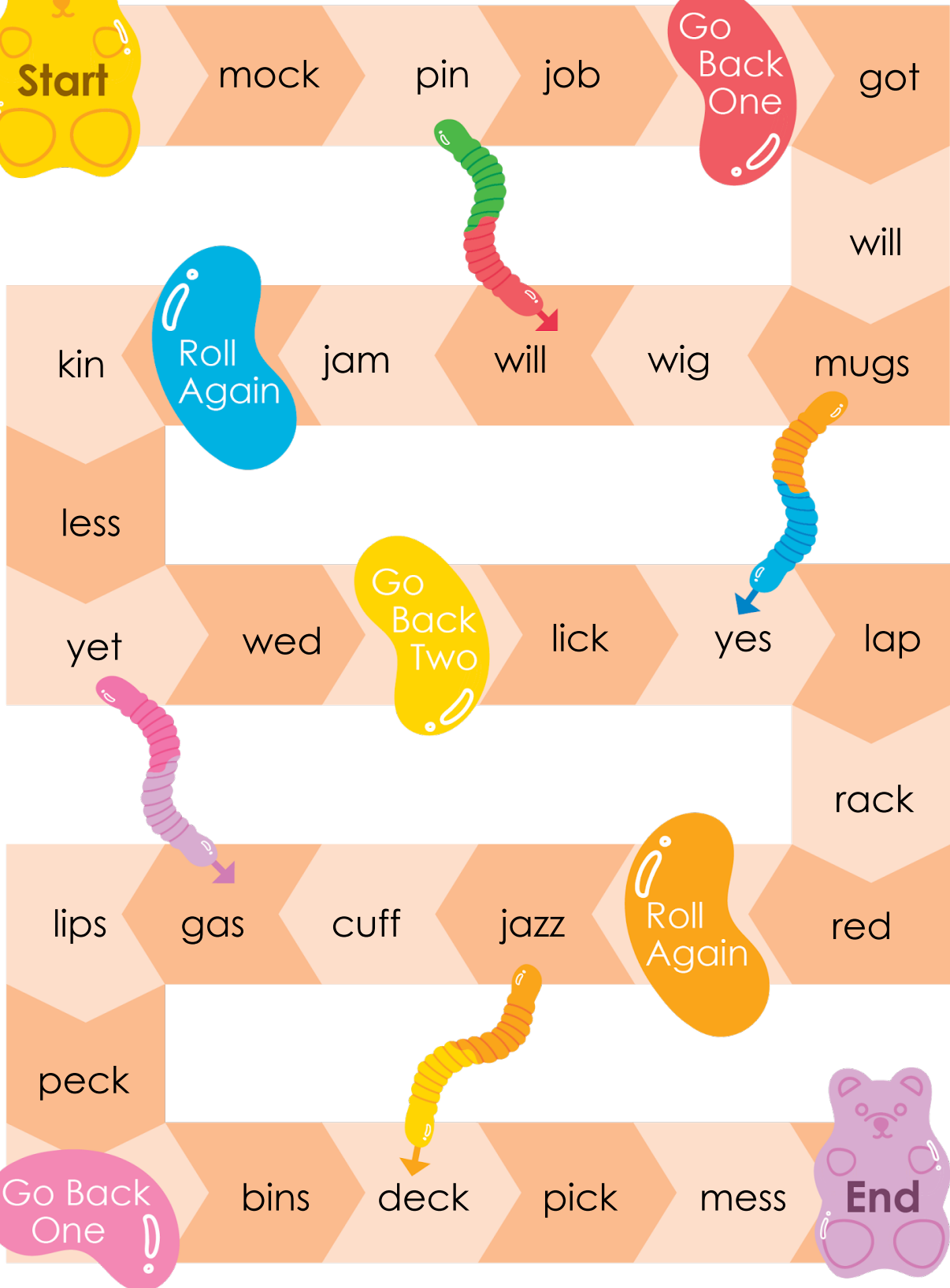
## Review: Game Board with Words



| Green Series                        | Grapheme/Phoneme Correspondence | Orthographic Conventions (Patterns and Generalizations) | Morphology | Punctuation/Text Features | High-Frequency Words |
|-------------------------------------|---------------------------------|---------------------------------------------------------|------------|---------------------------|----------------------|
| <b>Review:</b><br>● GCI: Get Up Cat | - review of concepts            | - n/a                                                   | - n/a      | - n/a                     | - n/a                |

- 1 Students roll the dice, then move their token along the game board according to the number rolled. Before they can stand their token on a square, they need to correctly read the word that is written on the square.
- 2 Depending on the age and the skill level of the students, prompt the students to try again if they get the word wrong. You can increase the challenge by making them move back 2 if they read the word incorrectly. This obviously depends on the students you are working with and whether or not this would be discouraging for them.
- 3 If students land on a square with an arrow directing them forward or backward on the board, they need to move their token to the indicated square, and read the word written there.

# Candy Carnival



# Step 1: Bingo



| Green Series                     | Grapheme/Phoneme Correspondence                                                                               | Orthographic Conventions (Patterns and Generalizations) | Morphology | Punctuation/Text Features | High-Frequency Words |
|----------------------------------|---------------------------------------------------------------------------------------------------------------|---------------------------------------------------------|------------|---------------------------|----------------------|
| <b>Step 1:</b><br>● GCI: The Log | - consonant digraph <th> /th/unvoiced (e.g., “thin”), and <th>/TH/ voiced (e.g., “this” in addition to “the”) | - n/a                                                   | - n/a      | - ellipsis                | - n/a                |

- 1 Cut out the word cards on the last Bingo page. Place the cards face down on the table. Players take turns, choosing a card and reading it aloud. Once a word has been read, players need to find the word on their card, and mark it with a token or white board marker.
- 2 First player to get 4 in a row, wins.
- 3 You can change it up by aiming for an outer square, an X shape, or 2 rows to win.

# BINGO

|      |      |       |      |
|------|------|-------|------|
| thin | mock | this  | deck |
| thud | with | path  | math |
| moth | that | them  | then |
| hack | bath | thick | pick |

# BINGO

|      |      |      |       |
|------|------|------|-------|
| hack | moth | thin | with  |
| then | thud | mock | deck  |
| path | that | bath | thick |
| pick | them | math | this  |

# BINGO

|      |      |       |      |
|------|------|-------|------|
| this | that | then  | path |
| moth | math | them  | deck |
| hack | mock | thick | bath |
| pick | thin | with  | thud |



|      |      |       |      |
|------|------|-------|------|
| thud | them | thick | moth |
| hack | path | this  | deck |
| pick | bath | that  | with |
| thin | math | mock  | then |

## Step 2: Five in a Row



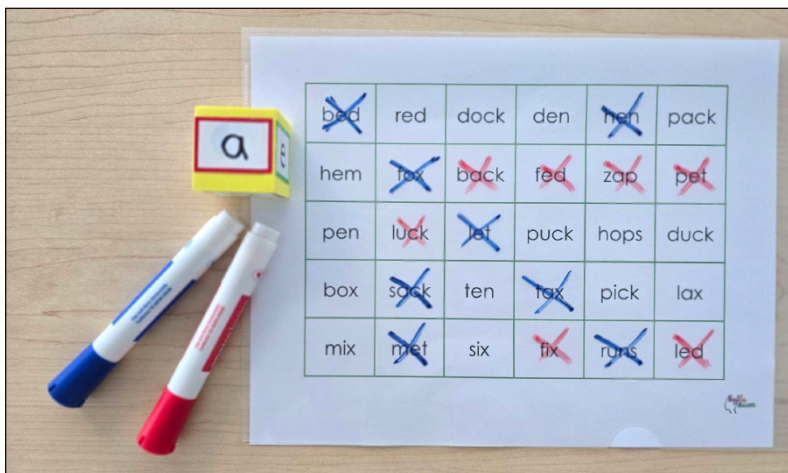
| Green Series                      | Grapheme/Phoneme Correspondence             | Orthographic Conventions (Patterns and Generalizations) | Morphology | Punctuation/Text Features | High-Frequency Words |
|-----------------------------------|---------------------------------------------|---------------------------------------------------------|------------|---------------------------|----------------------|
| <b>Step 2:</b><br>● GCI: The Bath | - consonant digraph <sh>/sh/ (e.g., “ship”) | - n/a                                                   | - n/a      | - n/a                     | - n/a                |

**Note:** Before beginning, create a vowel dice by placing a sticky label on all 6 sides of a dice. On 5 of the sides, print a lowercase vowel. On the 6th side, draw a star.

- 1 Player 1 rolls the dice, and looks at the vowel that is shown on the dice. Player 1 needs to find a word that contains that vowel, and mark it (e.g., If the player rolls an <a>, they can put a mark on the word *back*).
- 2 Player 2 rolls the dice, and repeats the same action.

If a ★ is rolled, the player can choose any word, regardless of the vowel.

The winner is the player who makes five marks in a row. You can use two distinct dry erase colours, or put two distinct tokens over words (e.g., Player 1 can use pennies, and Player 2 can use buttons). See example below.



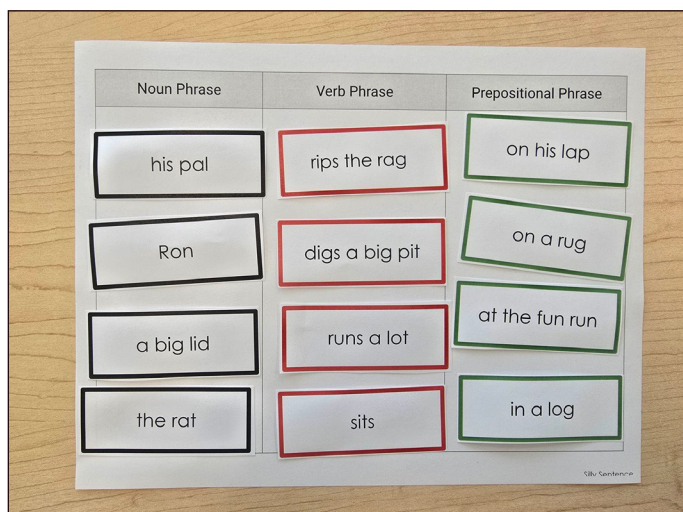
|        |       |      |      |      |
|--------|-------|------|------|------|
| lush   | shack | mesh | shin | this |
| bath   | with  | ship | hush | shun |
| shells | lash  | dish | bash | shed |
| fish   | shock | duck | shim | thin |
| shut   | them  | shed | then | gush |

## Step 3a: Silly Sentences



| Green Series                                        | Grapheme/Phoneme Correspondence                                                   | Orthographic Conventions (Patterns and Generalizations) | Morphology                  | Punctuation/Text Features   | High-Frequency Words |
|-----------------------------------------------------|-----------------------------------------------------------------------------------|---------------------------------------------------------|-----------------------------|-----------------------------|----------------------|
| <b>Step 3a:</b><br>GCI: The Hot Sun<br>GCP: Fat Cat | - initial consonant clusters with continuous sound as second phoneme (e.g., <pl>) | - n/a                                                   | - suffix <-s> as possessive | - apostrophe for possession | - n/a                |

- 1 Cut out the noun (black), verb (red), and prepositional (green) phrases. Students can read each phrase, then put them together to make silly sentences.
  - Consider talking about what makes a complete sentence - a *subject* and a *predicate* (the “who” and the “what”).
  - Sentences may need to be adjusted to be grammatically correct (e.g., *Jack and his dog sits on a log* can be orally adjusted to *Jack and his dog sit on a log*).
  - Depending on the age and skill level of your student, you can ask what punctuation would be needed to make the sentence complete.
- 2 Students can rearrange the phrases to make new silly sentences, as many times as they wish.



| Noun Phrases | Verb Phrases | Prepositional Phrases |
|--------------|--------------|-----------------------|
|              |              |                       |

a glad sloth

can flop

in the  
lip gloss

Jan's  
slim glass

plops

on the  
flat path

the  
black block

slid

in the slush

Pat's plum

will flip

at the  
black well

## Step 3b: Picture Game Board



| Green Series                                            | Grapheme/Phoneme Correspondence                                                         | Orthographic Conventions (Patterns and Generalizations) | Morphology | Punctuation/Text Features | High-Frequency Words |
|---------------------------------------------------------|-----------------------------------------------------------------------------------------|---------------------------------------------------------|------------|---------------------------|----------------------|
| <b>Step 3b:</b><br>● GCI: Dad's Truck<br>● GCP: Red Dog | - initial consonant clusters with continuous sound as second phoneme (e.g., <tr>, <sn>) | - n/a                                                   | - n/a      | - n/a                     | - "of"               |

- 1 Students roll the dice, then move their token along the game board according to the number rolled. Before they can stand their token on a square, they need to correctly spell the word that is pictured on the square.
- 2 Depending on the age and the skill level of the students, prompt the students to sound out the word before trying to spell it. They should tell you how many sounds they can hear, and then what letters would represent each sound.

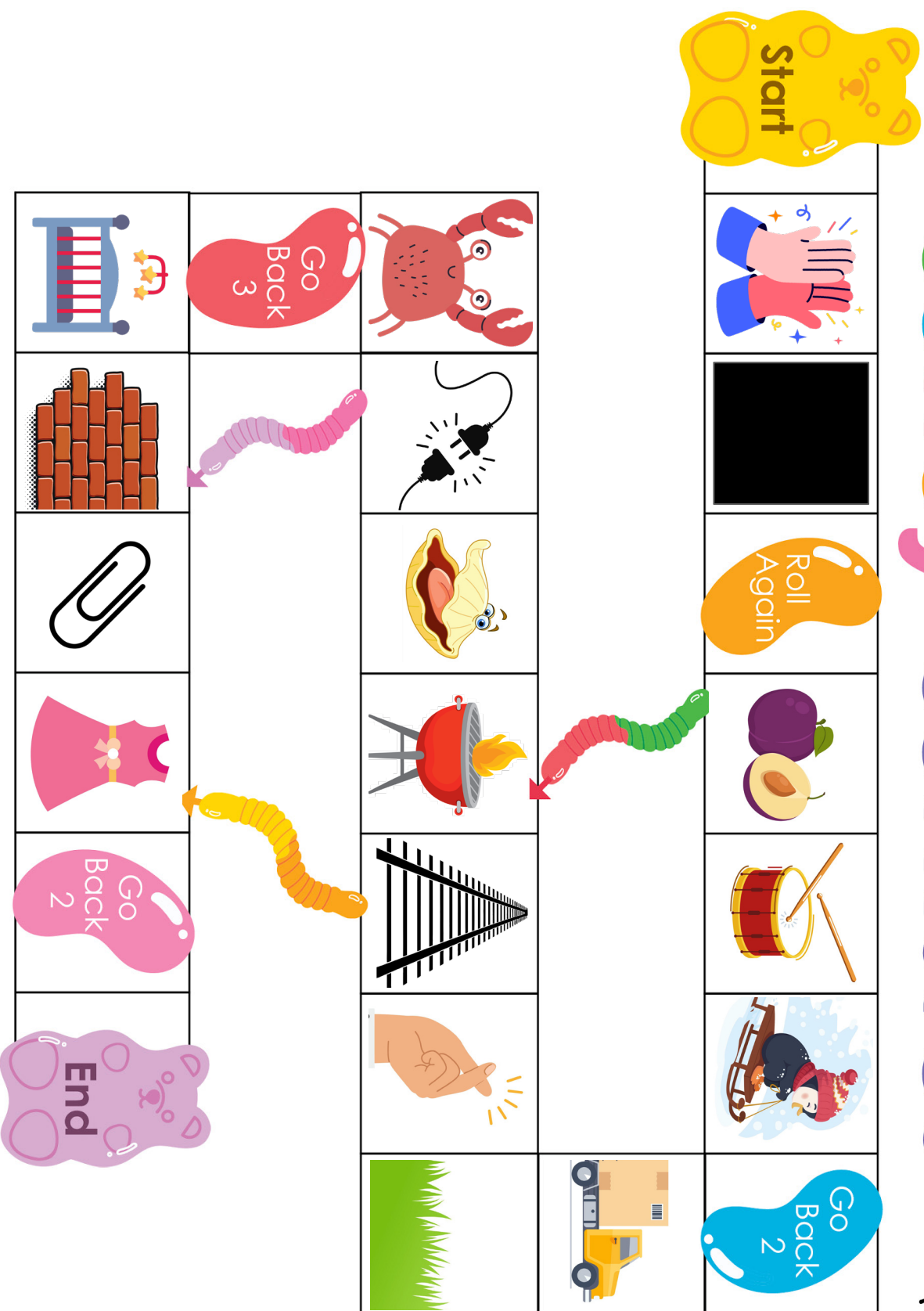
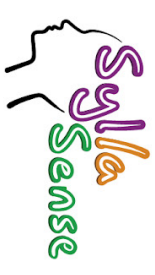
In order to support students with this, you can use a popper. Have students “pop” down a circle for each sound they hear, then name the corresponding letters.



### Word list for this game:

clap, black, plum, drum, sled, truck, grass, snap, tracks, grill, clam, plug, crab, crib, brick, clip, dress

# Candy Carnival



## Step 4: Headbands



| Green Series                                                   | Grapheme/Phoneme Correspondence                                                           | Orthographic Conventions (Patterns and Generalizations) | Morphology | Punctuation/Text Features | High-Frequency Words |
|----------------------------------------------------------------|-------------------------------------------------------------------------------------------|---------------------------------------------------------|------------|---------------------------|----------------------|
| <b>Step 4:</b><br>● GCI: Red Dog in the Mud<br>● GCP: Kids Can | - consonant digraph <ch>/ch/ (e.g., “chip”)<br>- 3 consonant cluster (e.g., <spl>, <scr>) | - unconventional spelling of “much” and “such”          | - n/a      | - n/a                     | - n/a                |

- 1 Make a headband out of cardboard. You can join the ends by stapling or taping. Cut out the phrases, and use a paperclip to clip a phrase or a word to the headband (we have both word and phrase options for you to use with students, depending on their age and stamina).
- 2 **Player 1:** wears the headband, and can’t see the phrase.
- 3 **Player 2:** reads the phrase aloud to Player 1.
- 4 **Player 1:** writes the phrase.
- 5 **Player 2:** checks to see that it is correct.
- 6 Once Player 1 has finished writing the phrase, they can take off the headband and check what they have written compared with the phrase on their headband.
- 7 Depending on the skill level of the players, you might request them to sound out each word and say the corresponding letters aloud before they begin to write.



on the chin

can chug

the big splash

his chips

can split

six chicks

scrubs

will chat

chop

much

check

split

splash

scrub

chill

chip

## Step 5: Concentration



| Green Series                                                 | Grapheme/Phoneme Correspondence                                          | Orthographic Conventions (Patterns and Generalizations) | Morphology                            | Punctuation/Text Features | High-Frequency Words |
|--------------------------------------------------------------|--------------------------------------------------------------------------|---------------------------------------------------------|---------------------------------------|---------------------------|----------------------|
| <b>Step 5:</b><br>● GCI: The Sled<br>● GCP: Frog at the Pond | - final consonant clusters (e.g., <mp>, <st>, <nd> in addition to “and”) | - n/a                                                   | - suffix <-ing> as present participle | - n/a                     | - “was”              |

Have students read all the words before beginning the game. Once read, place each card face down on the table.

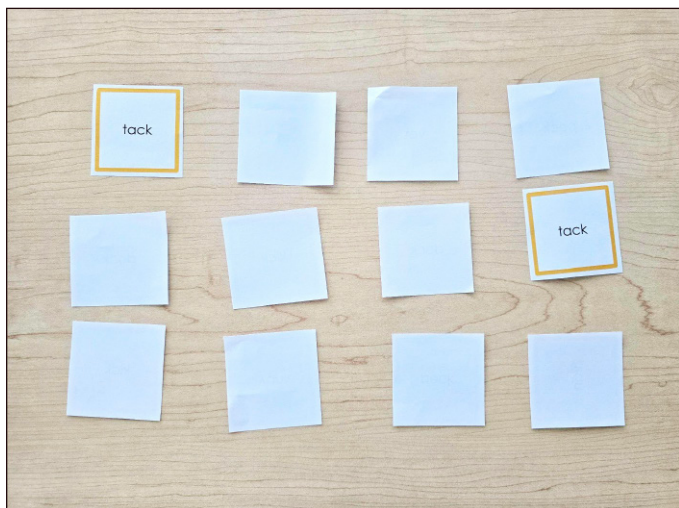
### Player 1:

- 1 Flip over 2 words and read them.
- 2 If they are a match, pick up the cards and score a point.
- 3 If they are not a match, flip cards back over.

### Player 2:

- 1 Repeat above procedure.

Continue until all cards have been matched. The winner is the player with the most points.



helping

helping

pond

rest

rest

pond

checking

checking

hand

jumping

jumping

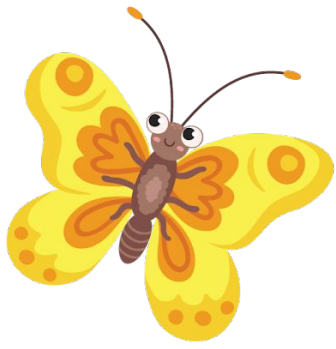
hand

## Step 6: Game Board with Words



| Green Series                                                | Grapheme/Phoneme Correspondence                                                   | Orthographic Conventions (Patterns and Generalizations) | Morphology | Punctuation/Text Features     | High-Frequency Words |
|-------------------------------------------------------------|-----------------------------------------------------------------------------------|---------------------------------------------------------|------------|-------------------------------|----------------------|
| <b>Step 6:</b><br>● GCI: Fat Cat's Lunch<br>● GCP: The Trip | - initial consonant clusters with stop sound as second phoneme (e.g., <st>, <sp>) | - n/a                                                   | - n/a      | - capitalization for emphasis | - n/a                |

- 1 Students roll the dice, then move their token along the game board according to the number rolled. Before they can stand their token on a square, they need to correctly read the word that is written on the square.
- 2 Depending on the age and the skill level of the students, prompt the students to try again if they get the word wrong. You can increase the challenge by making them move back 2 if they read the word incorrectly. This obviously depends on the students you are working with and whether or not this would be discouraging for them.
- 3 If students land on a square with an arrow directing them forward or backward on the board, they need to move their token to the indicated square, and read the word written there.



# Bug Quest



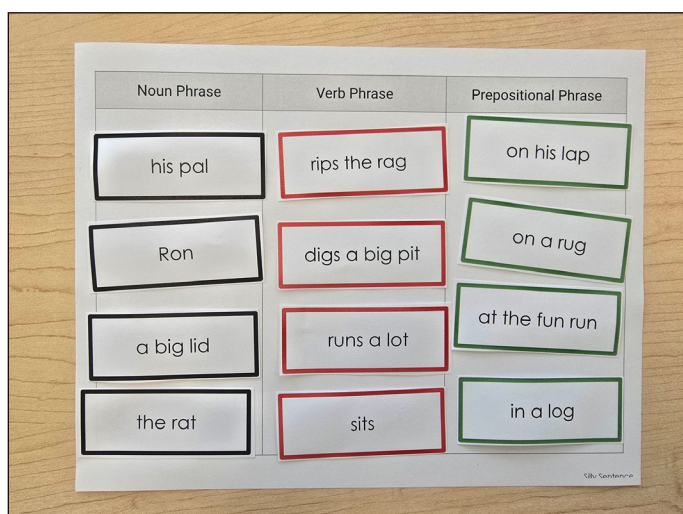
|        |       |       |       |       |       |       |
|--------|-------|-------|-------|-------|-------|-------|
| Start  | stop  | went  | stick | grab  | steps | crab  |
|        |       |       |       |       |       | spill |
| spend  | sand  | stack | step  | stuck | swim  | last  |
| sulks  |       |       |       |       |       |       |
| stem   | spots | still | trip  | stand | mask  | fast  |
|        |       |       |       |       |       | speck |
| fish   | spell | hand  | stock | jump  | stem  | back  |
| stops  |       |       |       |       |       |       |
| sticks | spin  | stack | dish  | spot  | crabs | End   |

## Step 7: Silly Sentences



| Green Series                                         | Grapheme/Phoneme Correspondence                                                   | Orthographic Conventions (Patterns and Generalizations) | Morphology                            | Punctuation/Text Features | High-Frequency Words |
|------------------------------------------------------|-----------------------------------------------------------------------------------|---------------------------------------------------------|---------------------------------------|---------------------------|----------------------|
| <b>Step 8:</b><br>● GCI: Spot, the Dog<br>● GCP: Cam | - <ed>/t/ (e.g., “jumped”),<br>/d/ (e.g., “called”), and<br>/əd/ (e.g., “landed”) | - concept of schwa (/ə/) in unstressed syllables        | - suffix <ed> as past tense of a verb | - n/a                     | - n/a                |

- 1 Cut out the noun (black), verb (red), and prepositional (green) phrases. Students can read each phrase, then put them together to make silly sentences.
  - Consider taking about what makes a complete sentence – a *subject* and a *predicate* (the “who” and the “what”)
  - Sentences may need to be adjusted to be grammatically correct (e.g., *Jack and his dog sits on a log* can be orally adjusted to *Jack and his dog sit on a log*)
  - Depending on the age and skill level of your student, you can ask what punctuation would be needed to make the sentence complete.
- 2 Students can rearrange the phrases to make new silly sentences, as many times as they wish.



| Noun Phrases | Verb Phrases | Prepositional Phrases |
|--------------|--------------|-----------------------|
|              |              |                       |

his soft dog

stacked  
the blocks

on his desk

Stan and  
his pal

rested

off the path

Sam and  
Chad

asked Dad

at the hill

the fun kid

ran and  
jumped

in the sun

## Step 8: Go Fish



| Green Series                                             | Grapheme/Phoneme Correspondence                                             | Orthographic Conventions (Patterns and Generalizations)                                                   | Morphology                                                                 | Punctuation/Text Features | High-Frequency Words |
|----------------------------------------------------------|-----------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------|---------------------------|----------------------|
| <b>Step 8:</b><br>● GCI: The Chick<br>● GCP: In the Bush | - consonant trigraph <-tch>/ch/ (e.g., “hatch”)<br>- <u>/oo/ (e.g., “bush”) | - use <-tch> for /ch/ at the end of a base after a single (short) vowel<br>- vc/cv words (e.g., “rabbit”) | - suffix <-s> as possessive without apostrophe in “its”<br>- doubling rule | - n/a                     | - n/a                |

Students play “Go Fish” in the traditional way.

- 1 Each student is dealt 5 cards.
- 2 The remaining cards are placed in a deck, face down, in the middle.
- 3 Student 1 reads a card in their deck and asks Student 2 if they have that card (e.g., I have “catch”, do you have “catch”).
- 4 If Student 2 has that card, they need to give it to Student 1.
- 5 If they do not, they say “go fish”, and Student 1 needs to take a card from the deck.

Play continues until there are no cards left in the centre deck. At that time, the player with the most matches wins the game.

If desired, print the cards 2-sided with “Go Fish” images on the back.



catch



match



hatch



catch



match



hatch



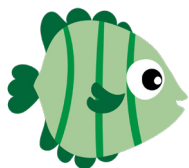
latch



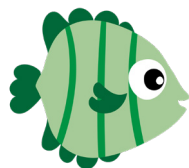
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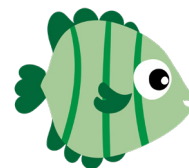
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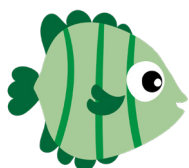
Go Fish



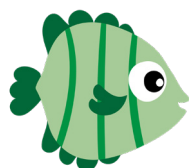
Go Fish



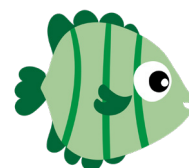
Go Fish



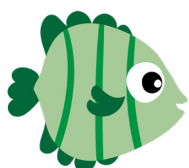
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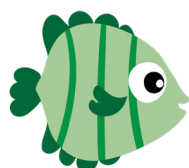
Go Fish



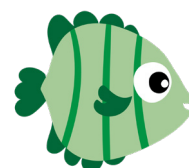
Go Fish



Go Fish



Go Fish



Go Fish



latch



snatch



batch



patch



hutch



thatch



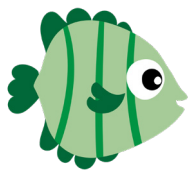
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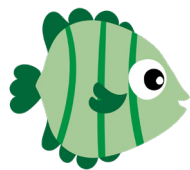
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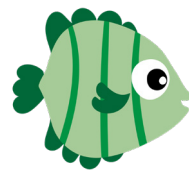
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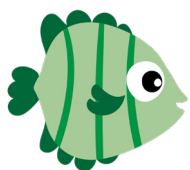
Go Fish



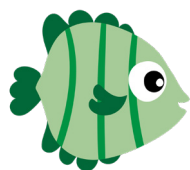
Go Fish



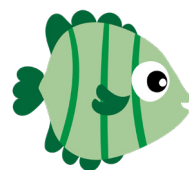
Go Fish



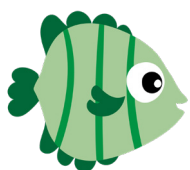
Go Fish



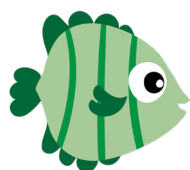
Go Fish



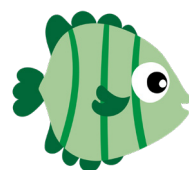
Go Fish



Go Fish



Go Fish



Go Fish



itch



ditch



hitch



itch



ditch



hitch



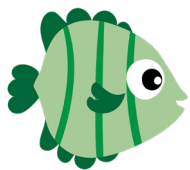
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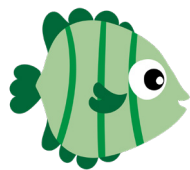
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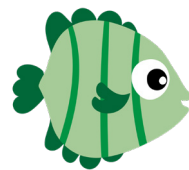
twitch



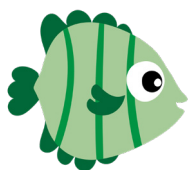
Go Fish



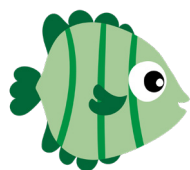
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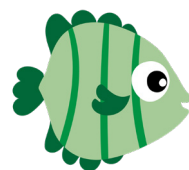
Go Fish



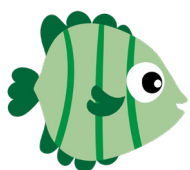
Go Fish



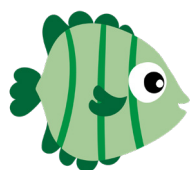
Go Fish



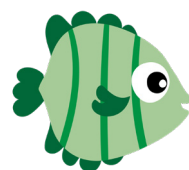
Go Fish



Go Fish



Go Fish



Go Fish



pitch



witch



twitch



switch



snitch



etch



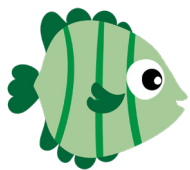
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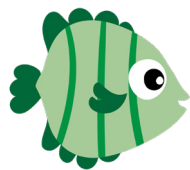
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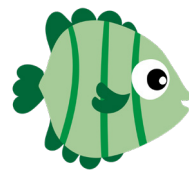
etch



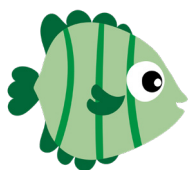
Go Fish



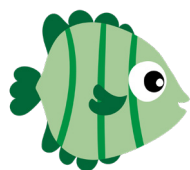
Go Fish



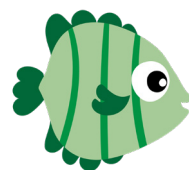
Go Fish



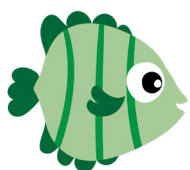
Go Fish



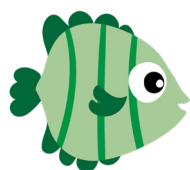
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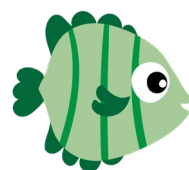
Go Fish



Go Fish



Go Fish



Go Fish



sketch



fetch



stretch



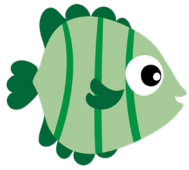
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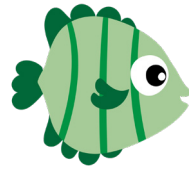
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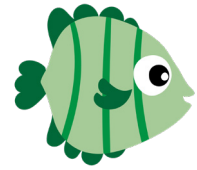
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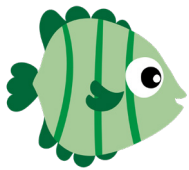
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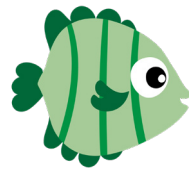
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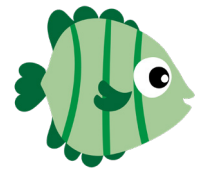
Go Fish



Go Fish



Go Fish



Go Fish

## Step 9a: Bingo



| Green Series                        | Grapheme/Phoneme Correspondence                                 | Orthographic Conventions (Patterns and Generalizations) | Morphology | Punctuation/Text Features | High-Frequency Words |
|-------------------------------------|-----------------------------------------------------------------|---------------------------------------------------------|------------|---------------------------|----------------------|
| <b>Step 9a:</b><br>● GCP: The Ducks | - <ng>/ng/ (e.g., “long”)<br>- digraph <qu>/kw/ (e.g., “quick”) | - n/a                                                   | - n/a      | - quotation marks         | - “said”             |

- 1 Cut out the word cards on the last Bingo page. Place the cards face down on the table. Players take turns, choosing a card and reading it aloud. Once a word has been read, players need to find the word on their card, and mark it with a token, or white board marker.
- 2 First player to get 4 in a row, wins.
- 3 You can change it up by aiming for an outer square, an X shape, or 2 rows to win.

# BINGO

|       |       |       |       |
|-------|-------|-------|-------|
| sting | quack | stung | fling |
| swung | wing  | quick | long  |
| tang  | quit  | rang  | sang  |
| flung | bring | sing  | quill |

# BINGO

|       |       |       |       |
|-------|-------|-------|-------|
| flung | tang  | sting | wing  |
| sang  | swung | quack | fling |
| quick | quit  | bring | sing  |
| quill | rang  | long  | stung |

# BINGO

|       |       |      |       |
|-------|-------|------|-------|
| stung | quit  | sang | tang  |
| quick | long  | rang | fling |
| flung | quack | sing | bring |
| quill | sting | wing | swung |



|       |       |       |       |
|-------|-------|-------|-------|
| swung | rang  | sing  | tang  |
| flung | quick | stung | fling |
| quill | bring | quit  | wing  |
| sting | long  | quack | sang  |

## Step 9b: Game Board with Pictures



| Green Series                           | Grapheme/Phoneme Correspondence | Orthographic Conventions (Patterns and Generalizations) | Morphology | Punctuation/Text Features | High-Frequency Words |
|----------------------------------------|---------------------------------|---------------------------------------------------------|------------|---------------------------|----------------------|
| <b>Step 9b:</b><br>● GCP: The Chipmunk | - <nk>/nk/ (e.g., “think”)      | - <wa> (<a> as short /ɒ/ after <w>, e.g., “watch”)      | - n/a      | - n/a                     | - n/a                |

- 1 Students roll the dice, then move their token along the game board according to the number rolled. Before they can stand their token on a square, they need to correctly spell the word that is pictured on the square.
- 2 Depending on the age and the skill level of the students, prompt the students to sound out the word before trying to spell it. They should tell you how many sounds they can hear, and then what letters would represent each sound.

In order to support students with this, you can use a popper. Have students “pop” down a circle for each sound they hear, then name the corresponding letters.



### Word list for this game:

drink, trunk, sing/sang, sting, drink/drank, ring, think, stink, swing/swang, pink, sink, trunk, swing, bunk, king, string, rink, wink, swing, wing, spring



## Step 10: Go Fish



| Green Series                         | Grapheme/Phoneme Correspondence       | Orthographic Conventions (Patterns and Generalizations)                                                                                 | Morphology | Punctuation/Text Features | High-Frequency Words |
|--------------------------------------|---------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------|------------|---------------------------|----------------------|
| <b>Step 10:</b><br>● GCP: The Bridge | - trigraph <-dge>/j/ (e.g., “bridge”) | - <al> (<a> as short /ɔ̃/ when followed by <l>, e.g., “tall”)<br>- use <-dge> for /j/ at the end of a base after a single (short) vowel | - n/a      | - n/a                     | - “they”             |

Students play “Go Fish” in the traditional way.

- 1 Each student is dealt 5 cards.
- 2 The remaining cards are placed in a deck, face down, in the middle.
- 3 Student 1 reads a card in their deck and asks Student 2 if they have that card (e.g., I have “catch”, do you have “catch”).
- 4 If Student 2 has that card, they need to give it to Student 1.
- 5 If they do not, they say “go fish”, and Student 1 needs to take a card from the deck.

Play continues until there are no cards left in the centre deck. At that time, the player with the most matches wins the game.

If desired, print the cards 2-sided with “Go Fish” images on the back.



badge



edge



ledge



badge



edge



ledge



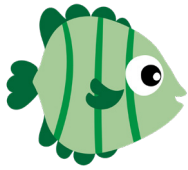
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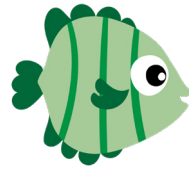
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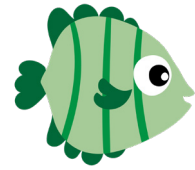
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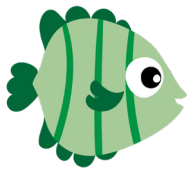
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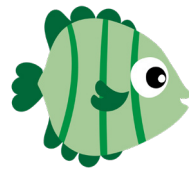
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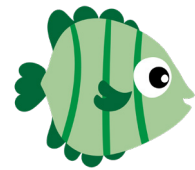
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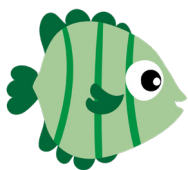
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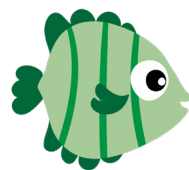
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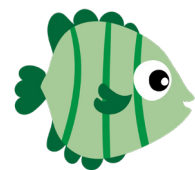
Go Fish



Go Fish



Go Fish



Go Fish



sledge



wedge



hedge



pledge



bridge



ridge



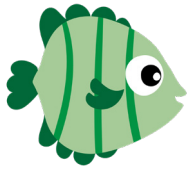
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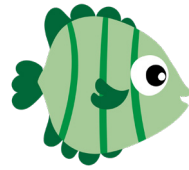
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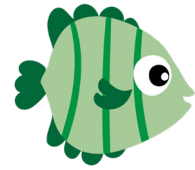
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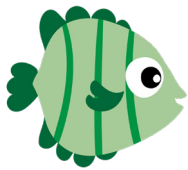
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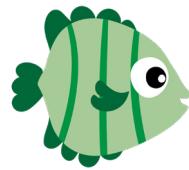
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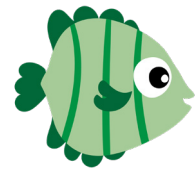
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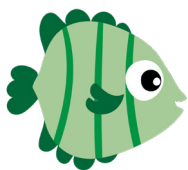
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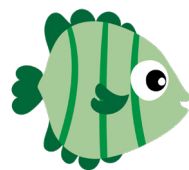
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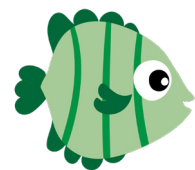
Go Fish



Go Fish



Go Fish



Go Fish



smidge



fridge



dodge



smidge



fridge



dodge



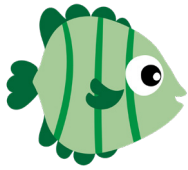
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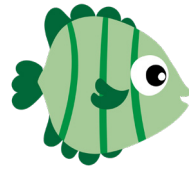
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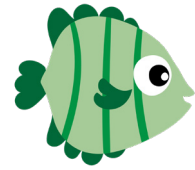
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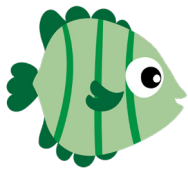
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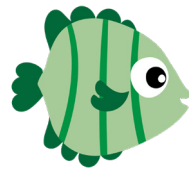
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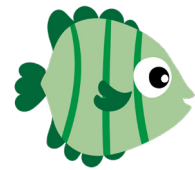
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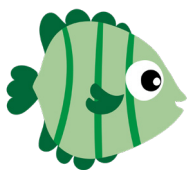
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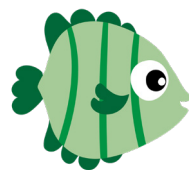
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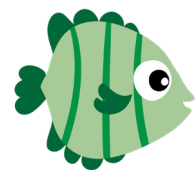
Go Fish



Go Fish



Go Fish



Go Fish



lodge



budge



fudge



nudge



judge



grudge



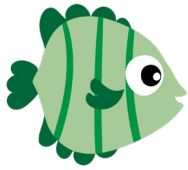
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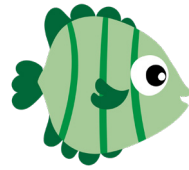
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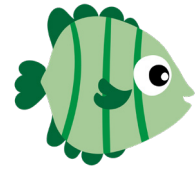
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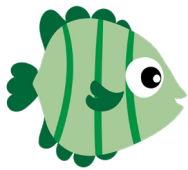
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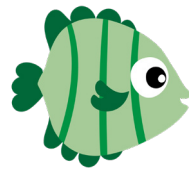
Go Fish



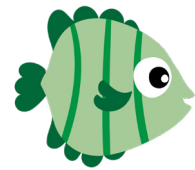
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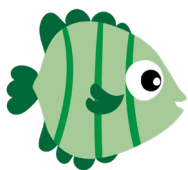
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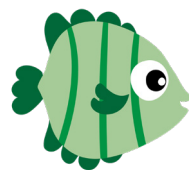
Go Fish



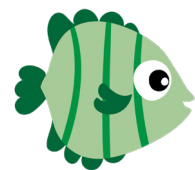
Go Fish



Go Fish



Go Fish



Go Fish



smudge



dredge



drudge



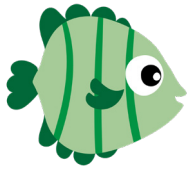
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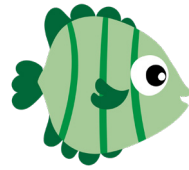
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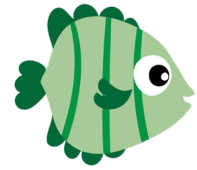
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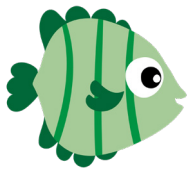
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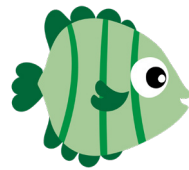
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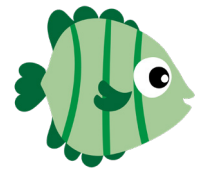
Go Fish



Go Fish



Go Fish



Go Fish