
Purple Series Games and Activities



Step 1: Space Race



Purple Series	Grapheme/Phoneme Correspondence	Orthographic Conventions (Patterns and Generalizations)	Morphology	Punctuation/Text Features	High-Frequency Words
Step 1: ● The Cave	- VCe pattern review	- VCe pattern ("marker <e>" to mark preceding vowel as long)	- 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.

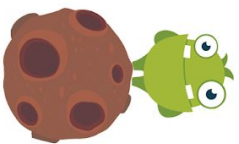
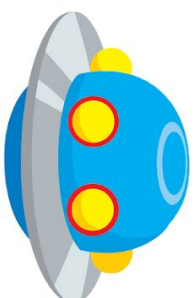
In order to support students with this, you can use a popper. Have students “pop” down a circle for each sound they hear, then name the corresponding letters.



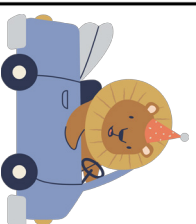
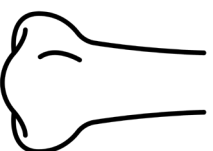
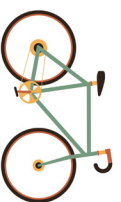
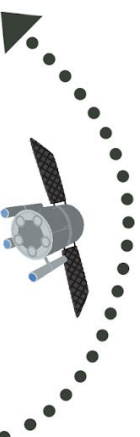
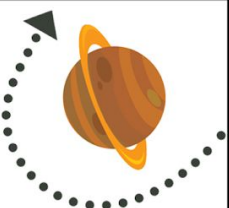
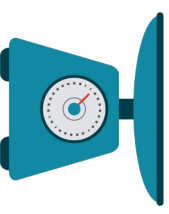
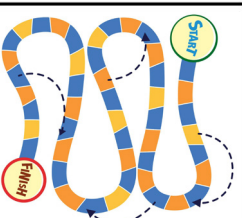
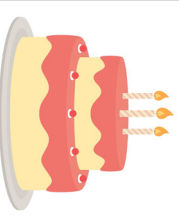
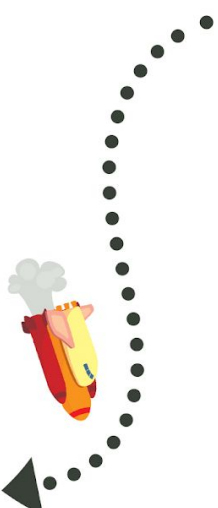
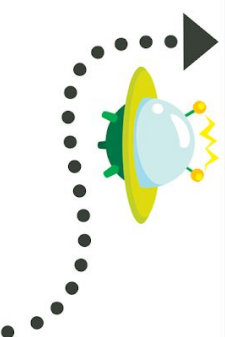
Word list for this game:

dice, grape, tape, phone, globe, five, cake, scale, bone, slide, game, kite, cube, time, price, bite, bike, nose, cone, drive

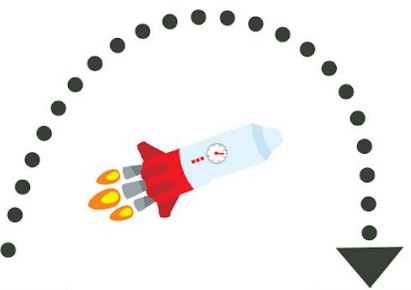
Space Race



Start



End



Step 2: Bingo



Purple Series	Grapheme/Phoneme Correspondence	Orthographic Conventions (Patterns and Generalizations)	Morphology	Punctuation/Text Features	High-Frequency Words
Step 2: ● Puffins	- n/a	- 3-syllable words - stress and schwa review	- suffix <-y> as adjective: gives a sense of <i>characterized by</i> or <i>inclined to be</i>	- n/a	- “their”

- 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

smelly	cute	sunny	rainy
use	fuzzy	lucky	cube
excuse	windy	mule	mute
fantastic	animal	rocky	holiday

BINGO

use	holiday	lucky	fantastic
mule	sunny	mute	excuse
rocky	rainy	smelly	animal
cube	windy	cute	fuzzy

BINGO

fuzzy	fantastic	cube	holiday
lucky	rainy	animal	sunny
mule	rocky	smelly	cute
mute	excuse	windy	use



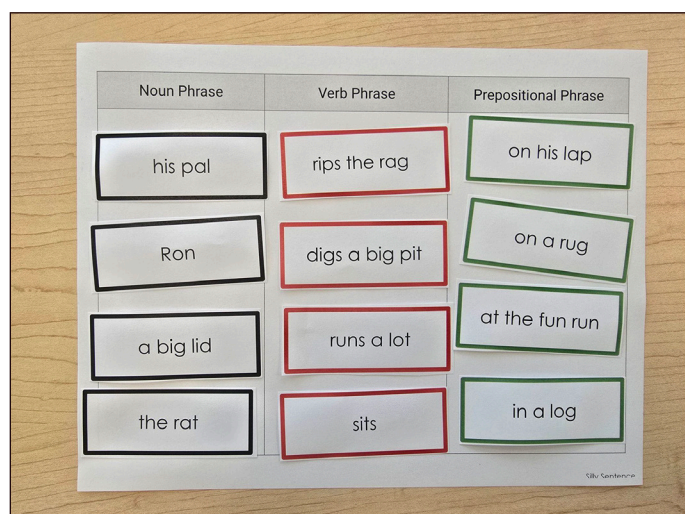
fantastic	excuse	smelly	fuzzy
mute	use	cute	rainy
lucky	windy	animal	rocky
holiday	mule	cube	sunny

Step 3: Silly Sentences



Purple Series	Grapheme/Phoneme Correspondence	Orthographic Conventions (Patterns and Generalizations)	Morphology	Punctuation/Text Features	High-Frequency Words
Step 3: ● The Insect Hunt	- n/a	- n/a	- suffix <-er> as comparative (more)	- 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 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 students, 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

their
stronger tube

went drifting

by the
older truck

the longer,
hilly driveway

sang a
shorter tune

on the
higher deck

June
and Bruce

got a
bigger bucket

in the
deeper pond

the
bigger duke

left their flutes

along the
grassy track

Step 4: Headbands



Purple Series	Grapheme/Phoneme Correspondence	Orthographic Conventions (Patterns and Generalizations)	Morphology	Punctuation/Text Features	High-Frequency Words
Step 4: ● Cupcakes	- consonant digraph <wr>/r/ (e.g., “wrist”)	- n/a	- suffix <-er> as an “agent” or “one who”	- 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.

write

helper

wrote

catcher

wrong

golfer

wrist

player

at the shipwreck

his teacher

wrote with
a marker

on the
wrong path

broke his wrist

wrapped the box

Granddad's helper

grabbed the
wrench

Step 5: Concentration



Purple Series	Grapheme/Phoneme Correspondence	Orthographic Conventions (Patterns and Generalizations)	Morphology	Punctuation/Text Features	High-Frequency Words
Step 5: ● Red Foxes	- n/a	- “marker <e>” as suffix cancellation (e.g., “sense”)	- n/a	- n/a	- n/a

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

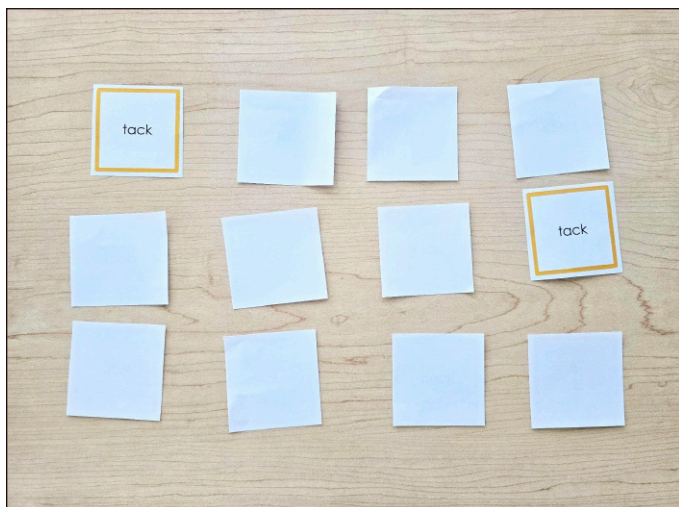
Player 1:

- 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.



here

eve

theme

raise

sense

athlete

cheese

rinse

geese

false

loose

horse

here

eve

theme

raise

sense

athlete

cheese

rinse

geese

false

loose

horse

Step 6: Rainbows and Ladders



Purple Series	Grapheme/Phoneme Correspondence	Orthographic Conventions (Patterns and Generalizations)	Morphology	Punctuation/Text Features	High-Frequency Words
Step 6: ● Biking	- n/a	- n/a	- suffix <-ful>: gives a sense of <i>full or full of</i> - replace <e> suffixing convention	- n/a	- n/a

Students play “Rainbows and Ladders” like the traditional “Snakes and Ladders” game. Partners take turns rolling the dice to move along the gameboard. Students climb up ladders when they land on a square at the bottom of a ladder. Students slide down the rainbows if they land on a square at the top of the rainbow.

Reading Version:

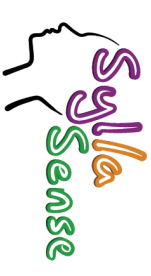
- 1 Place all cards face down on a table.
- 2 Each player needs to choose a card and read the word correctly before rolling the dice and moving on the gameboard.

Spelling Version:

- 1 Place all cards face down on a table.
- 2 Player 1 takes a card and reads the word to Player 2.
- 3 Player 2 must spell the word correctly before rolling the dice and moving on the gameboard.

Note: The focus for this game is to practice spelling words with suffix <-ful>.

Rainbows and Ladders



29	30	31	32	33	34	35
28	27	26	25	24	23	22
15	16	17	18	19	20	21
14	13	12	11	10	9	8
1	2	3	4	5	6	7

joyful

hopeful

harmful

graceful

rightful

spoonful

playful

helpful

truthful

restful

mindful

eventful

useful

cupful

mouthful

thankful

powerful

cheerful

Step 7: Go Fish



Purple Series	Grapheme/Phoneme Correspondence	Orthographic Conventions (Patterns and Generalizations)	Morphology	Punctuation/Text Features	High-Frequency Words
Step 7: ● The Tides	- n/a	- n/a	- suffix <-est> as superlative (the most)	- n/a	- “where” and “there”

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.



longest



greenest



fastest



longest



greenest



fastest



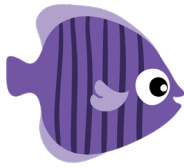
smallest



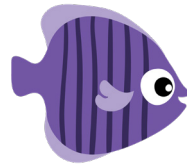
softest



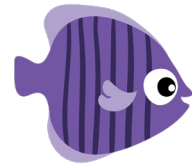
shortest



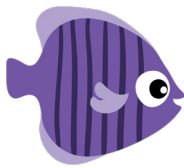
Go Fish



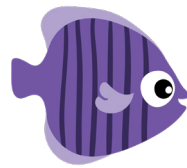
Go Fish



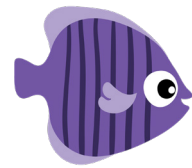
Go Fish



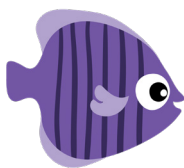
Go Fish



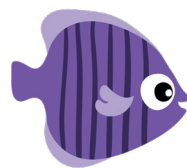
Go Fish



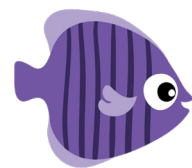
Go Fish



Go Fish



Go Fish



Go Fish



smallest



softest



shortest



where



coldest



kindest



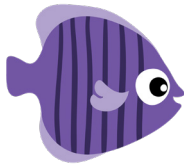
where



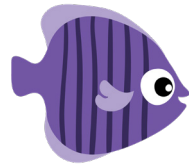
coldest



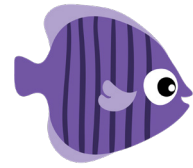
kindest



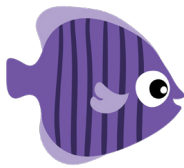
Go Fish



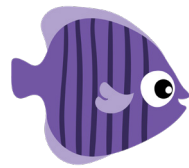
Go Fish



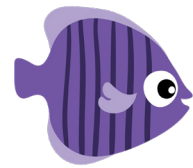
Go Fish



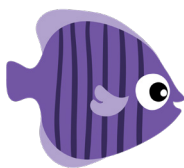
Go Fish



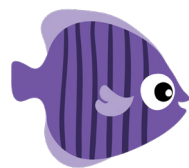
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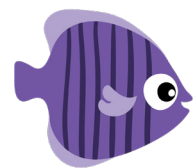
Go Fish



Go Fish



Go Fish



Go Fish



lightest



here



there



lightest



here



there



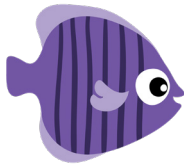
darkest



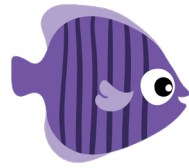
sweetest



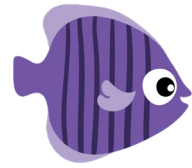
biggest



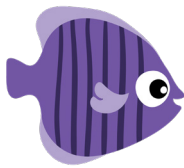
Go Fish



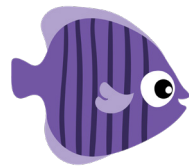
Go Fish



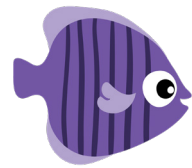
Go Fish



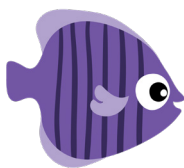
Go Fish



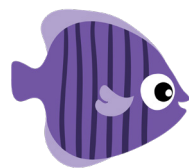
Go Fish



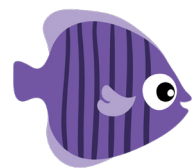
Go Fish



Go Fish



Go Fish



Go Fish



darkest



sweetest



biggest



loudest



highest



smoothest



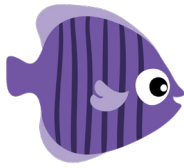
loudest



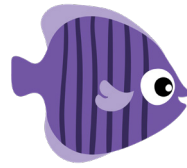
highest



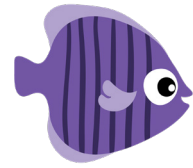
smoothest



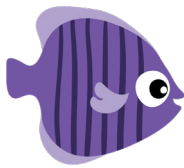
Go Fish



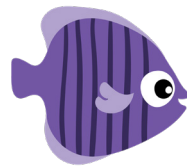
Go Fish



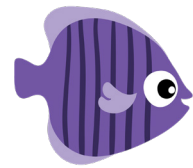
Go Fish



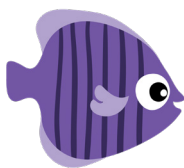
Go Fish



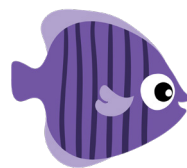
Go Fish



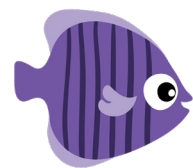
Go Fish



Go Fish



Go Fish



Go Fish



strongest



tallest



slowest



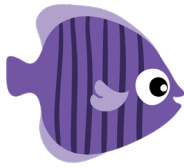
strongest



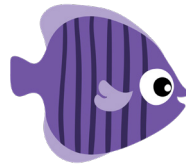
tallest



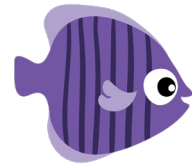
slowest



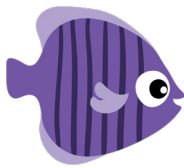
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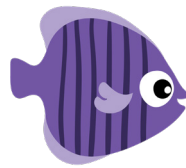
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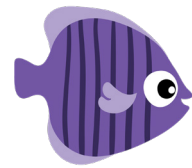
Go Fish



Go Fish



Go Fish



Go Fish

Step 8: Space Race



Purple Series	Grapheme/Phoneme Correspondence	Orthographic Conventions (Patterns and Generalizations)	Morphology	Punctuation/Text Features	High-Frequency Words
Step 8: ● Niagara Falls	- <g>/j/ (e.g., “plunge”)	- <g> as /j/ (when followed by <e>, <i>, or <y>)	- suffix <-ly>: gives a sense of <i>like or manner of</i>	- n/a	- content word: “Niagara”

Students play “Space Race” like any traditional board game.

Partners take turns rolling the dice to move along the game board. Students follow “short cuts” and “jump backs” when they land on a square at the bottom of an arrowed path. If you land on a yellow star, go back to the start. If you land on a red star, take a second turn.

Reading Version:

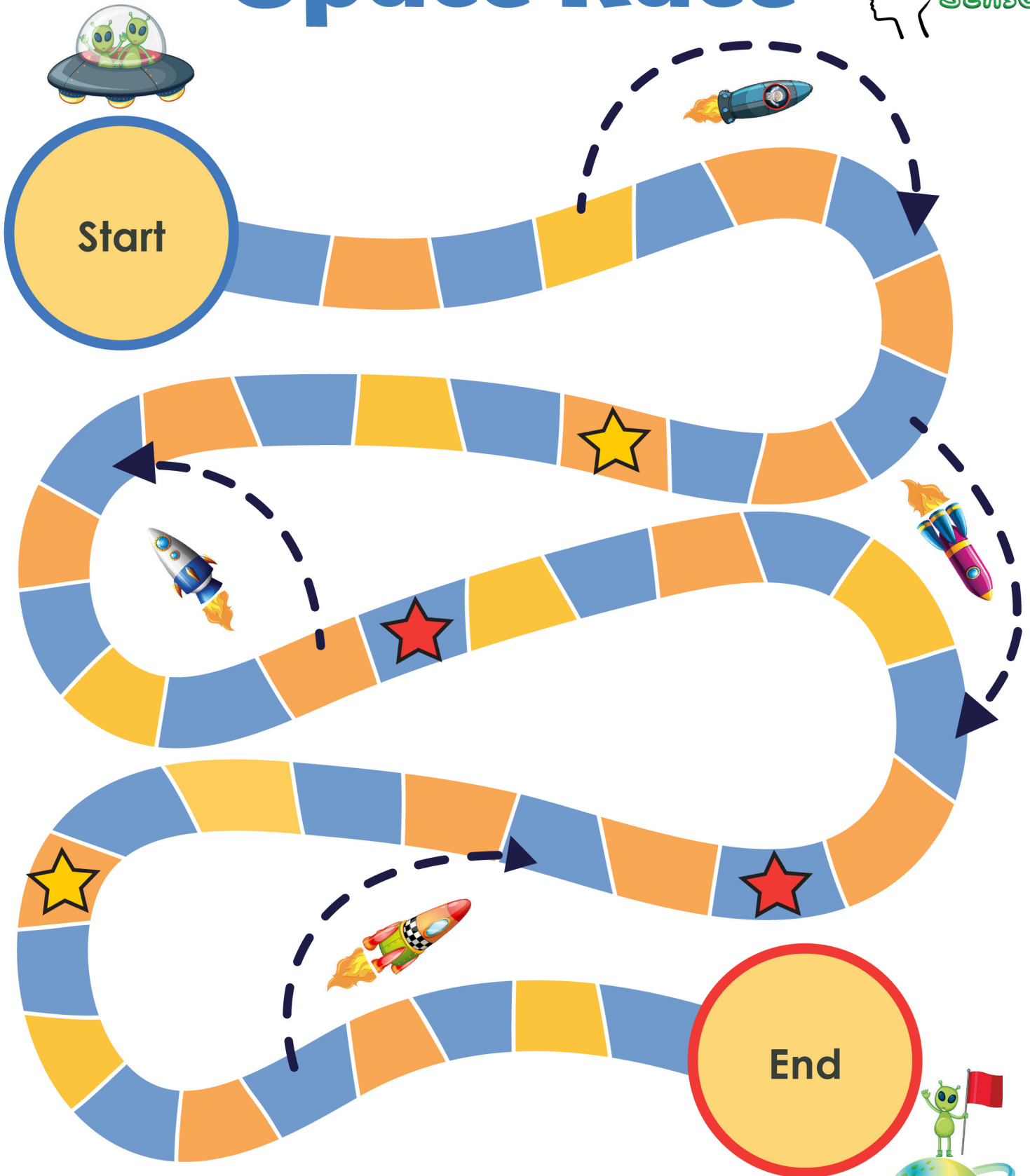
- 1 Place all cards face down on a table.
- 2 Each player needs to choose a card and read the word correctly before rolling the dice and moving on the gameboard.

Spelling Version:

- 1 Place all cards face down on a table.
- 2 Player 1 takes a card and reads the word to Player 2.
- 3 Player 2 must spell the word correctly before rolling the dice and moving on the gameboard.

Note: The focus for this game is to practice spelling words with <g>/j/ and suffix <-ly>.

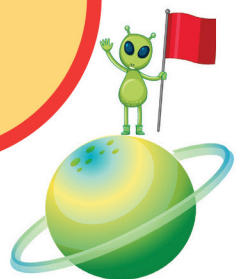
Space Race



back to start



take a second turn



wildly

lonely

mainly

huge

cage

gladly

judge

gel

image

range

lastly

madly

coldly

lovely

softly

tinge

lately

age

kindly

lodge

plunge

badly

stage

wage

ledge

range

gem

quickly

mainly

hedge

forge

hinge

binge

merge

sage

gene

lunge

cringe

swiftly

page

Step 9: Five in a Row



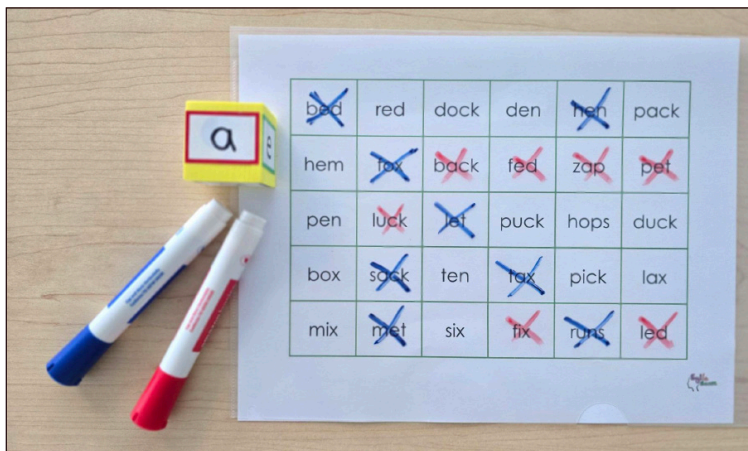
Purple Series	Grapheme/Phoneme Correspondence	Orthographic Conventions (Patterns and Generalizations)	Morphology	Punctuation/Text Features	High-Frequency Words
Step 9: ● At the Lake	- consonant digraph <kn>/n/ (e.g., “knife”)	- n/a	- prefix <un->: gives a sense of reversal, removal, or deprivation	- n/a	- n/a

Note: Before beginning, create a custom dice by placing a sticky label on all 6 sides of a dice. On 5 of the sides, print the following concepts: <kn>, <un->, <-ly>, <-est>, <g>/j/. On the 6th side, draw a star.

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

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

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 short vowel example below.



knee	knot	darkest	huge	stage
tallest	lovely	knock	softly	badly
knob	oldest	lonely	unsafe	unbent
knack	quickly	range	hinge	coldest
unpack	fastest	unkept	forge	unfold

Step 10: Concentration



Purple Series	Grapheme/Phoneme Correspondence	Orthographic Conventions (Patterns and Generalizations)	Morphology	Punctuation/Text Features	High-Frequency Words
Step 10: ● Fish	- <y>/i/ (e.g., "gym")	- n/a	- prefix <re->: gives a sense of <i>back or again</i> - concept of bound base	- n/a	- content word: "ocean"

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

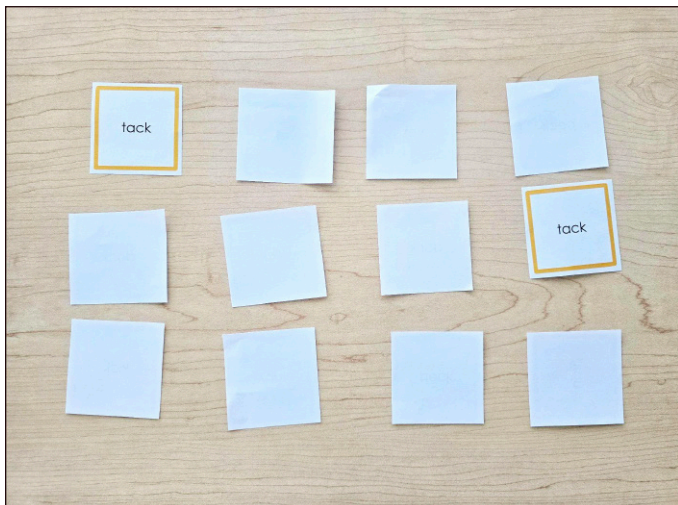
Player 1:

- 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.



gym

mystery

symbol

system

lynx

crystal

redo

myth

rewrite

reheat

replay

crypt

gym

mystery

symbol

system

lynx

crystal

redo

myth

rewrite

reheat

replay

crypt