
Green Series Games and Activities



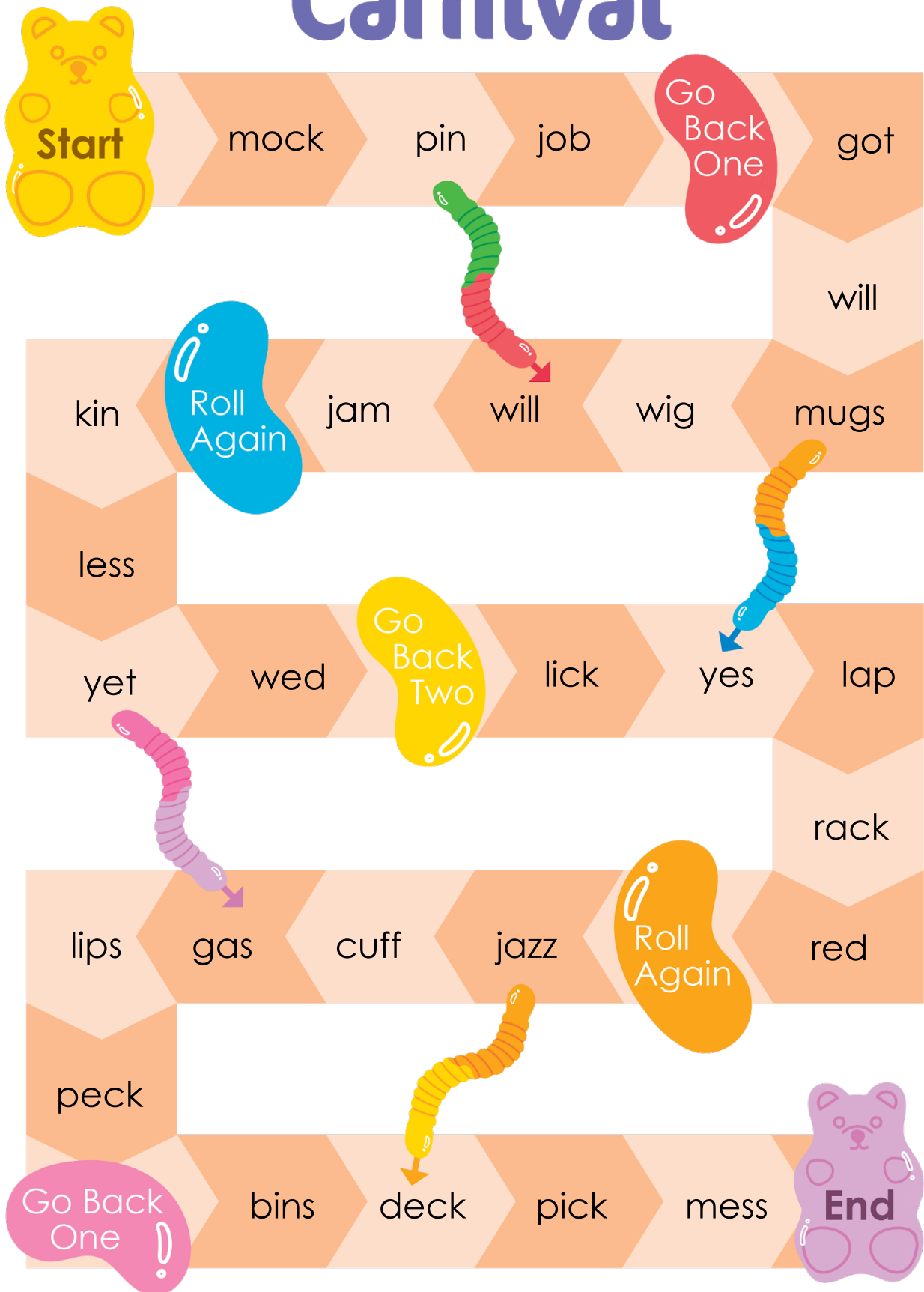
Review: Game Board with Words



SyllaSense Green Series	Grapheme/Phoneme Correspondence	Orthographic Conventions (Patterns and Generalizations)	Morphology	Punctuation/Text Features	High-Frequency Words and Content Words
Review: ● 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



SyllaSense Green Series	Grapheme/Phoneme Correspondence	Orthographic Conventions (Patterns and Generalizations)	Morphology	Punctuation/Text Features	High-Frequency Words and Content Words
Step 1: GCI: The Log DECK-odables 1–10	- consonant digraph <th>/th/ unvoiced (<i>thin</i>), and <th>/TH/ voiced (<i>this</i>)	- 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



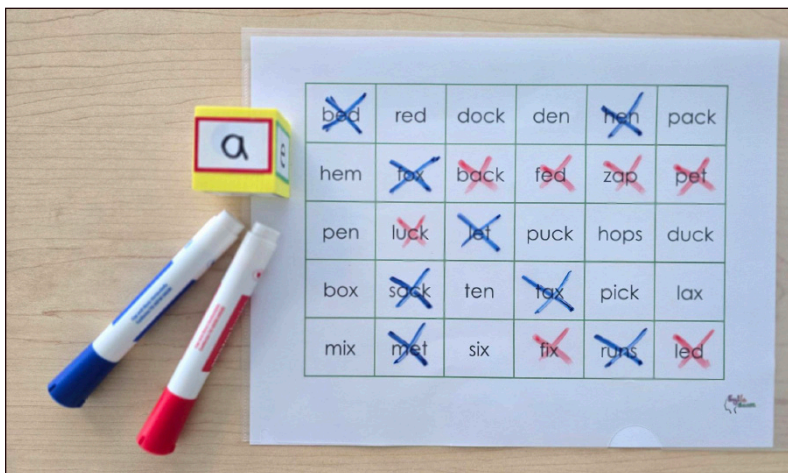
SyllaSense Green Series	Grapheme/Phoneme Correspondence	Orthographic Conventions (Patterns and Generalizations)	Morphology	Punctuation/Text Features	High-Frequency Words and Content Words
Step 2: ● GCI: The Bath 📖 DECK-odables 11–20	- consonant digraph <sh>/sh/ (<i>ship</i>)	- n/a	- n/a	- n/a	- n/a

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.



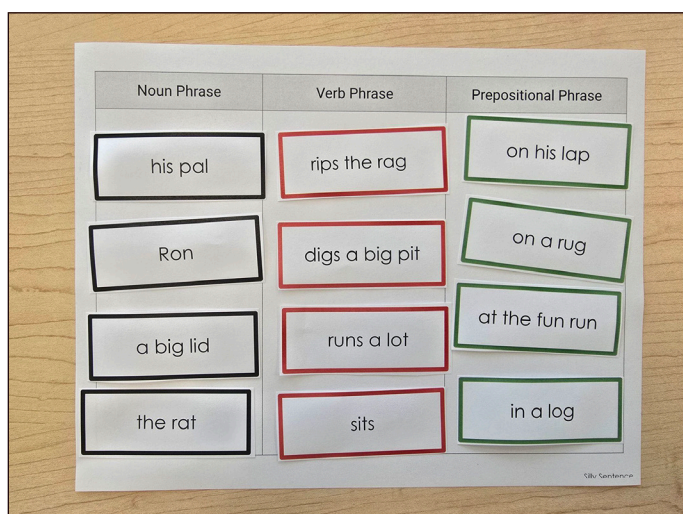
lush	shack	mesh	shin	this
bath	with	ship	hush	shun
shells	lash	dish	bash	shed
fish	shock	duck	shim	thin
shut	them	shed	then	gush

Step 3a: Silly Sentences



SyllaSense Green Series	Grapheme/Phoneme Correspondence	Orthographic Conventions (Patterns and Generalizations)	Morphology	Punctuation/Text Features	High-Frequency Words and Content Words
Step 3a: ● GCI: The Hot Sun ● GCP: Fat Cat 📖 DECK-odables 21–35	- initial consonant clusters with a continuous second phoneme (<i>flop</i>)	- concept of <i>consonant cluster</i>	- suffix <-s> as possessive with apostrophe	- apostrophe	- 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



SyllaSense Green Series	Grapheme/Phoneme Correspondence	Orthographic Conventions (Patterns and Generalizations)	Morphology	Punctuation/Text Features	High-Frequency Words and Content Words
Step 3b: ● GCI: Dad's Truck ● GCP: Red Dog 📖 DECK-odables 36–50	- additional practice of initial consonant clusters with a continuous second phoneme (<i>trip</i>)	- 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.

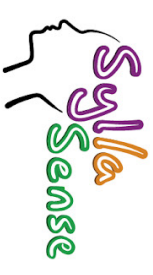
In order to support students with this, you can use a popper. Have students “pop” down a circle for each sound they hear, then name the corresponding letters.



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



SyllaSense Green Series	Grapheme/Phoneme Correspondence	Orthographic Conventions (Patterns and Generalizations)	Morphology	Punctuation/Text Features	High-Frequency Words and Content Words
Step 4: ● GCI: Red Dog in the Mud ● GCP: Kids Can 📖 DECK-odables 51–60	- consonant digraph <ch>/ch/ (<i>chip</i>) - 3 consonant clusters (<i>scrub</i>)	- unconventional spelling of <i>much</i> and <i>such</i>	- 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



SyllaSense Green Series	Grapheme/Phoneme Correspondence	Orthographic Conventions (Patterns and Generalizations)	Morphology	Punctuation/Text Features	High-Frequency Words and Content Words
Step 5: ● GCI: The Sled ● GCP: Frog at the Pond 📖 DECK-odables 61–80	- final consonant clusters (<i>jump</i>)	- n/a	- suffix <-ing>	- n/a	- was

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

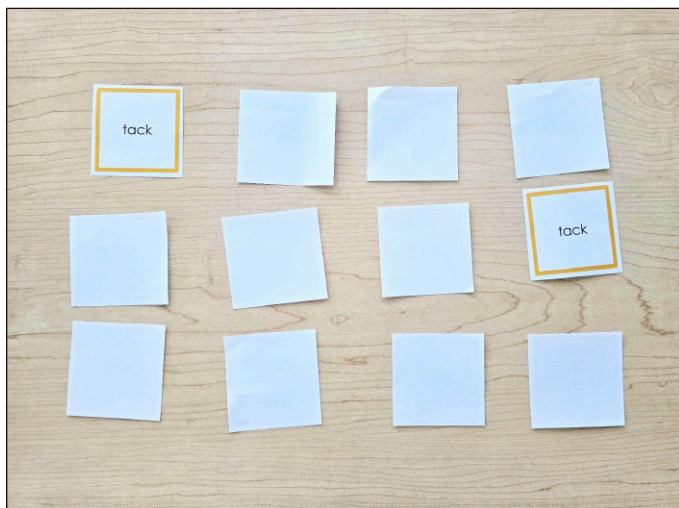
Player 1:

- 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

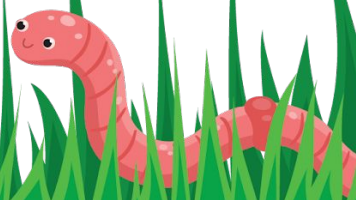
Step 6: Game Board with Words



SyllaSense Green Series	Grapheme/Phoneme Correspondence	Orthographic Conventions (Patterns and Generalizations)	Morphology	Punctuation/Text Features	High-Frequency Words and Content Words
Step 6: ● GCI: Fat Cat's Lunch ● GCP: The Trip 📖 DECK-odables 81–90	- initial consonant clusters with a stop second phoneme (<i>spot</i>)	- 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



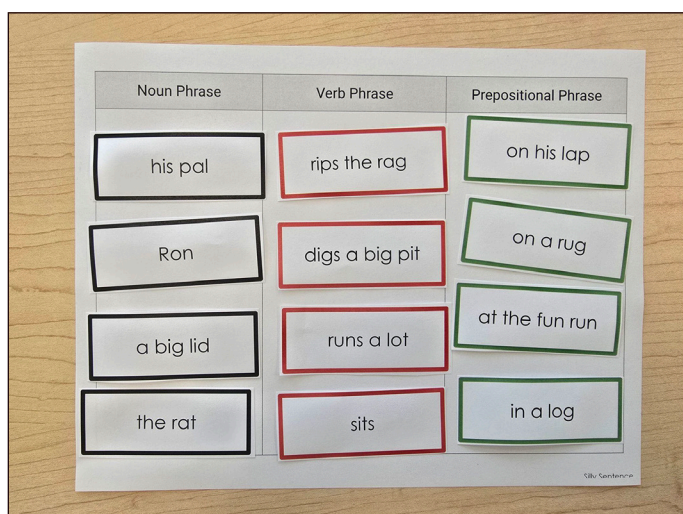
A word search grid with a green caterpillar, a brown ant, a yellow and orange striped caterpillar, and a green grasshopper. The grid contains words like 'start', 'stop', 'went', 'stick', 'grab', 'steps', 'crab', 'spill', 'last', 'swim', 'stuck', 'step', 'stack', 'sand', 'spend', 'sulks', 'stem', 'spots', 'still', 'trip', 'stand', 'mask', 'fast', 'speck', 'back', 'stem', 'jump', 'stock', 'hand', 'spell', 'fish', 'stops', 'crabs', 'spot', 'dish', 'stack', 'spin', 'sticks', and 'End'.

Step 7: Silly Sentences



SyllaSense Green Series	Grapheme/Phoneme Correspondence	Orthographic Conventions (Patterns and Generalizations)	Morphology	Punctuation/Text Features	High-Frequency Words and Content Words
Step 7: ● GCI: Spot, the Dog ● GCP: Cam 📖 DECK-odables 91–105	- n/a	- concept of <i>stress</i> - concept of <i>schwa</i> [ə] in unstressed syllables	- suffix <-ed> as past tense of a verb, including [d] (<i>yelled</i>), [t] (<i>jumped</i>), and [əd] (<i>landed</i>)	- 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



SyllaSense Green Series	Grapheme/Phoneme Correspondence	Orthographic Conventions (Patterns and Generalizations)	Morphology	Punctuation/Text Features	High-Frequency Words and Content Words
Step 8: - GCI: The Chick - GCP: In the Bush - DECK-odables 106–120	<u>/oo/ (<i>bush</i>) - consonant trigraph <tch>/ch/ (<i>hatch</i>)	- vc/cv words (<i>rabbit</i>) - concept of <i>consonant trigraph</i> - use <tch> for /ch/ at the end of a base after a single (short) vowel	- doubling suffixing convention - suffix <-s> as possessive without apostrophe in <i>its</i>	- 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



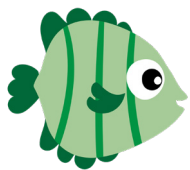
latch



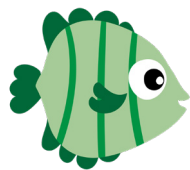
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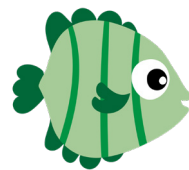
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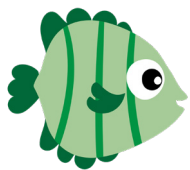
Go Fish



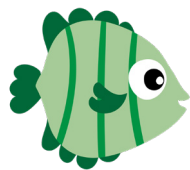
Go Fish



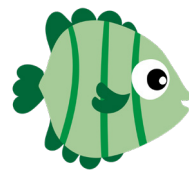
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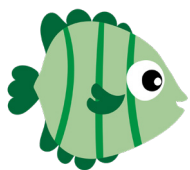
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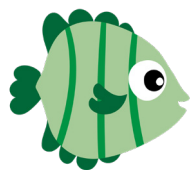
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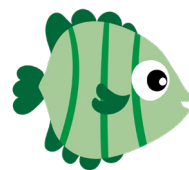
Go Fish



Go Fish



Go Fish



Go Fish



latch



snatch



batch



patch



hutch



thatch



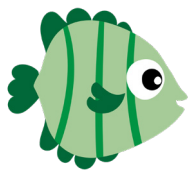
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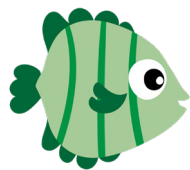
hutch



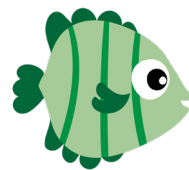
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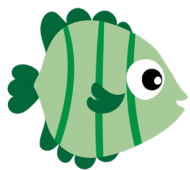
Go Fish



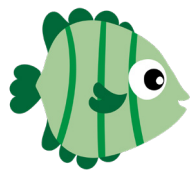
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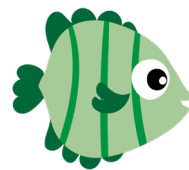
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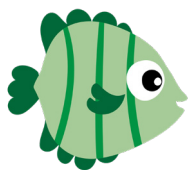
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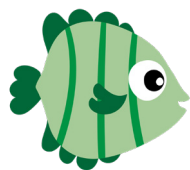
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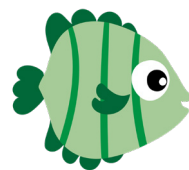
Go Fish



Go Fish



Go Fish



Go Fish



itch



ditch



hitch



itch



ditch



hitch



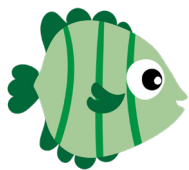
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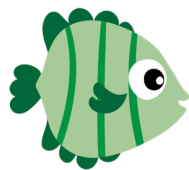
witch



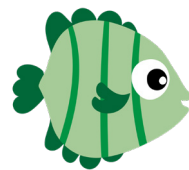
twitch



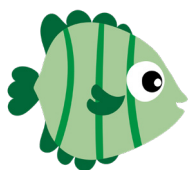
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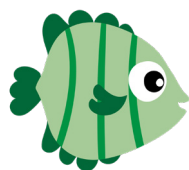
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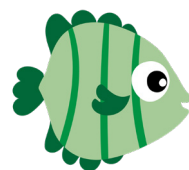
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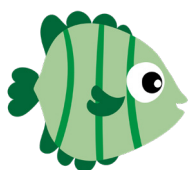
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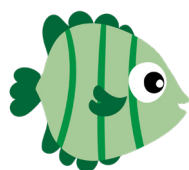
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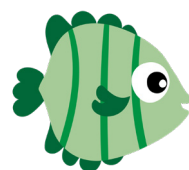
Go Fish



Go Fish



Go Fish



Go Fish



pitch



witch



twitch



switch



snitch



etch



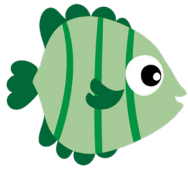
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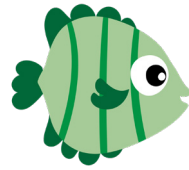
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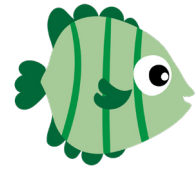
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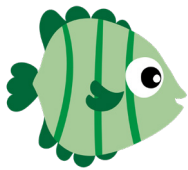
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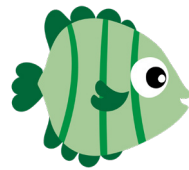
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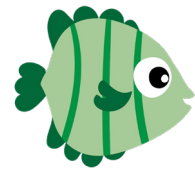
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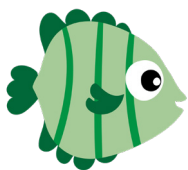
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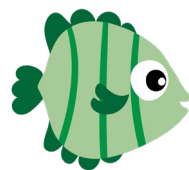
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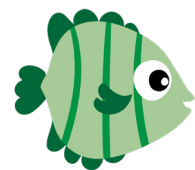
Go Fish



Go Fish



Go Fish



Go Fish



sketch



fetch



stretch



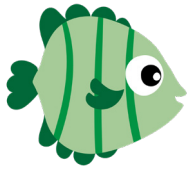
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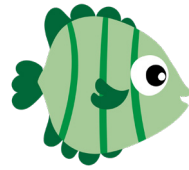
fetch



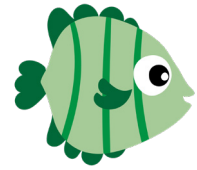
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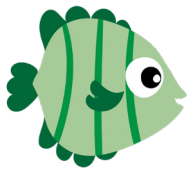
Go Fish



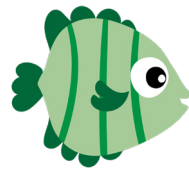
Go Fish



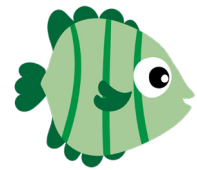
Go Fish



Go Fish



Go Fish



Go Fish

Step 9a: Bingo



SyllaSense Green Series	Grapheme/Phoneme Correspondence	Orthographic Conventions (Patterns and Generalizations)	Morphology	Punctuation/Text Features	High-Frequency Words and Content Words
Step 9a: GCP: The Ducks DECK-odables 121–130	- <n>/ng/ (<i>long</i>) - consonant digraph <qu>/kw/ (<i>quick</i>)	- use <n> for /ng/ before /g/	- n/a	- quotation marks	- <i>said</i>

- 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



SyllaSense Green Series	Grapheme/Phoneme Correspondence	Orthographic Conventions (Patterns and Generalizations)	Morphology	Punctuation/Text Features	High-Frequency Words and Content Words
Step 9b: ● GCP: The Chipmunk 📖 DECK-odables 131–140	- <a>/ö/ (<i>watch</i>)	- use <a> for /ö/ after /w/ - use <n> for /ng/ before /k/ (<i>think</i>)	- 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.

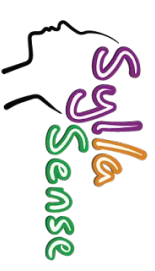
In order to support students with this, you can use a popper. Have students “pop” down a circle for each sound they hear, then name the corresponding letters.



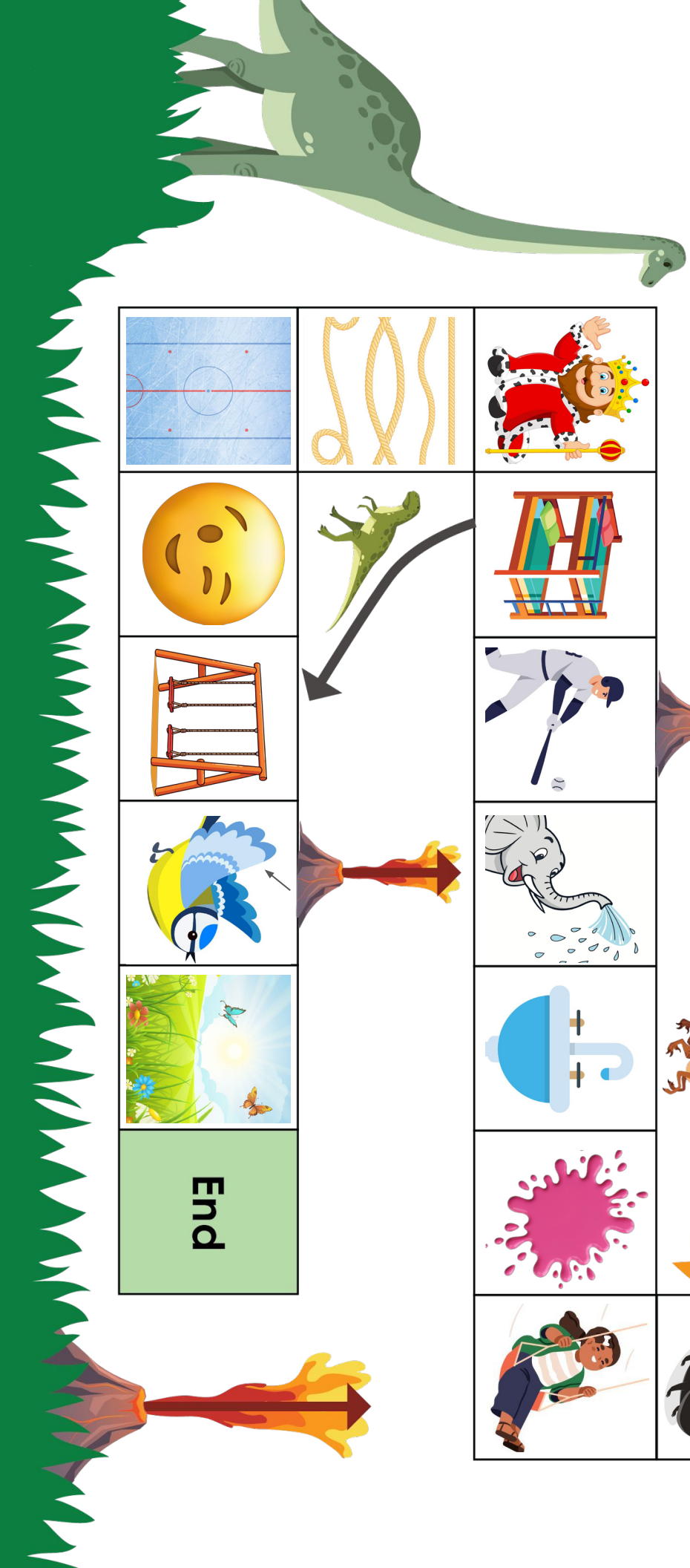
Word list for this game:

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

DINOSAURS AND VOLCANOES



Start							
					End		



Step 10: Go Fish



SyllaSense Green Series	Grapheme/Phoneme Correspondence	Orthographic Conventions (Patterns and Generalizations)	Morphology	Punctuation/Text Features	High-Frequency Words and Content Words
Step 10: ● GCP: The Bridge 📖 DECK-odables 141-150	- consonant trigraph <dge>/j/ (<i>bridge</i>)	- use <dge> for /j/ at the end of a base after a single (short) vowel - use <a> for /ō/ before <l> (<i>tall</i>)	- n/a	- n/a	- <i>they</i>

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



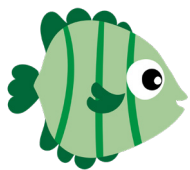
sledge



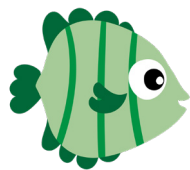
wedge



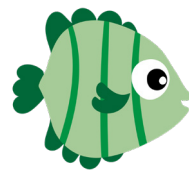
hedge



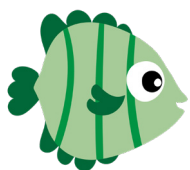
Go Fish



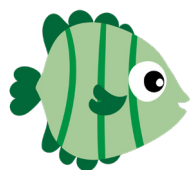
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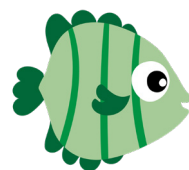
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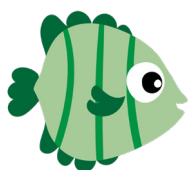
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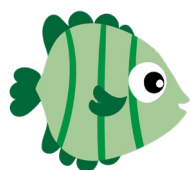
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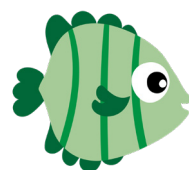
Go Fish



Go Fish



Go Fish



Go Fish



sledge



wedge



hedge



pledge



bridge



ridge



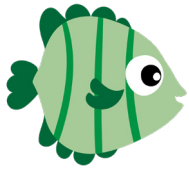
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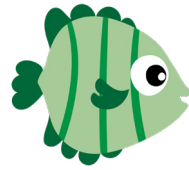
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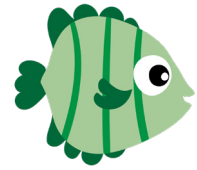
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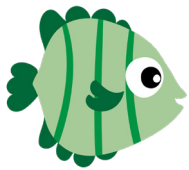
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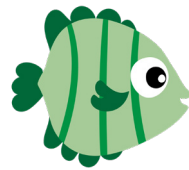
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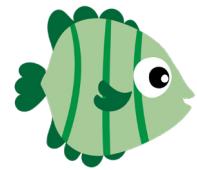
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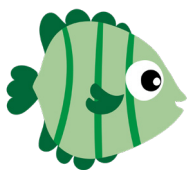
Go Fish



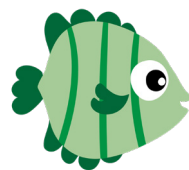
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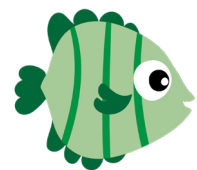
Go Fish



Go Fish



Go Fish



Go Fish



smidge



fridge



dodge



smidge



fridge



dodge



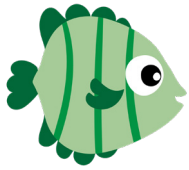
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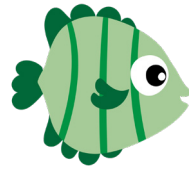
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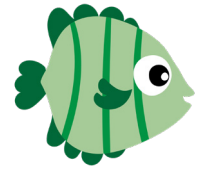
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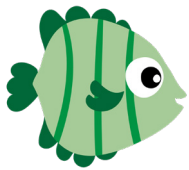
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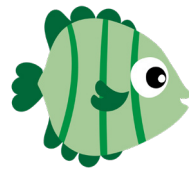
Go Fish



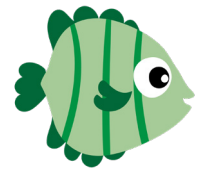
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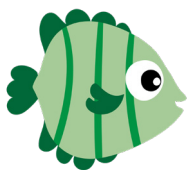
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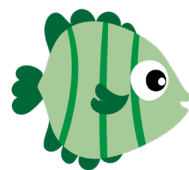
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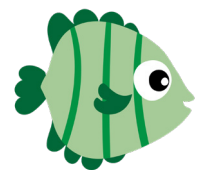
Go Fish



Go Fish



Go Fish



Go Fish



lodge



budge



fudge



nudge



judge



grudge



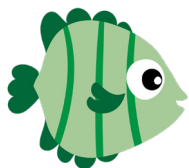
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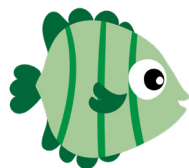
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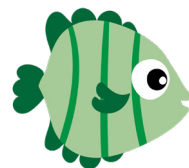
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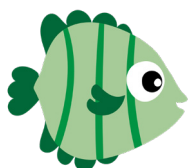
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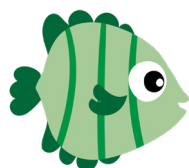
Go Fish



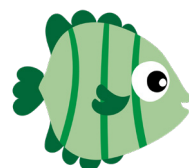
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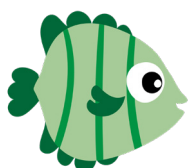
Go Fish



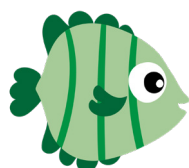
Go Fish



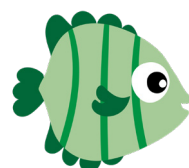
Go Fish



Go Fish



Go Fish



Go Fish



smudge



dredge



drudge



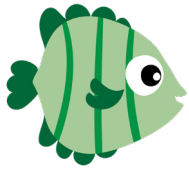
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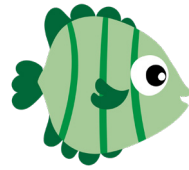
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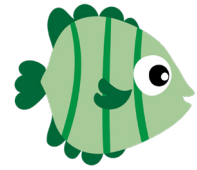
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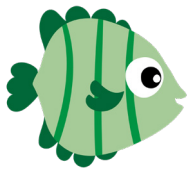
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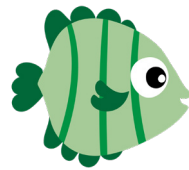
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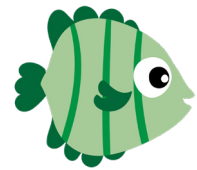
Go Fish



Go Fish



Go Fish



Go Fish