# Red Series Games and Activities

Sylla Sense

# Step 1:
# Candy Carnival

| SyllaSense Red Series | Grapheme/Phoneme Correspondence | Orthographic Conventions (Patterns and Generalizations) | Morphology | Punctuation/Text Features | High-Frequency Words and Content Words |
|---|---|---|---|---|---|
| **Step 1:**<br>● Arctic Hares | - vowel digraph <oa>/ō/ (*coat*) | - 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 2:
# Bingo

| SyllaSense Red Series | Grapheme/Phoneme Correspondence | Orthographic Conventions (Patterns and Generalizations) | Morphology | Punctuation/Text Features | High-Frequency Words and Content Words |
|---|---|---|---|---|---|
| **Step 2:**<br>● Up High | - vowel trigraph <igh>/ī/ (*high*) | - concept of *vowel trigraph* | - n/a | - n/a | - 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

| | | | |
|---|---|---|---|
| soap | fight | throat | flight |
| tight | toast | might | light |
| lighting | right | sigh | sighs |
| fright | bright | sight | night |

# BINGO

| | | | |
|---|---|---|---|
| fright | lighting | soap | toast |
| sighs | tight | fight | flight |
| might | right | bright | sight |
| night | sigh | light | throat |

# BINGO

| | | | |
|---|---|---|---|
| throat | right | sighs | might |
| lighting | light | sigh | flight |
| fright | fight | sight | bright |
| night | soap | toast | tight |

| | | | |
|---|---|---|---|
| tight | sigh | sight | lighting |
| fright | might | throat | flight |
| night | bright | right | toast |
| soap | light | fight | sighs |

# Step 3:
# Headbands

| SyllaSense Red Series | Grapheme/Phoneme Correspondence | Orthographic Conventions (Patterns and Generalizations) | Morphology | Punctuation/Text Features | High-Frequency Words and Content Words |
|---|---|---|---|---|---|
| **Step 3:**<br>● Sea Glass | - vowel digraph <ea>/ē/ (*sea*) | - n/a | - n/a | - n/a | - *many* |

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.

the roaming flea

on the bleak night

a nice teacher

can dream and heal

on the beach

the weak seal

in the cold sea

will eat a feast

| | |
|---|---|
| eat | cleaned |
| sea | feasted |
| heat | squeak |
| teach | beach |

# Step 4:
# Rainbows and Ladders

| SyllaSense Red Series | Grapheme/Phoneme Correspondence | Orthographic Conventions (Patterns and Generalizations) | Morphology | Punctuation/Text Features | High-Frequency Words and Content Words |
|---|---|---|---|---|---|
| **Step 4:**<br>In the Snow | - vowel digraph <ow>/ō/ (*snow*) | - n/a | - n/a | - n/a | - *once*<br>- *ski* |

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:

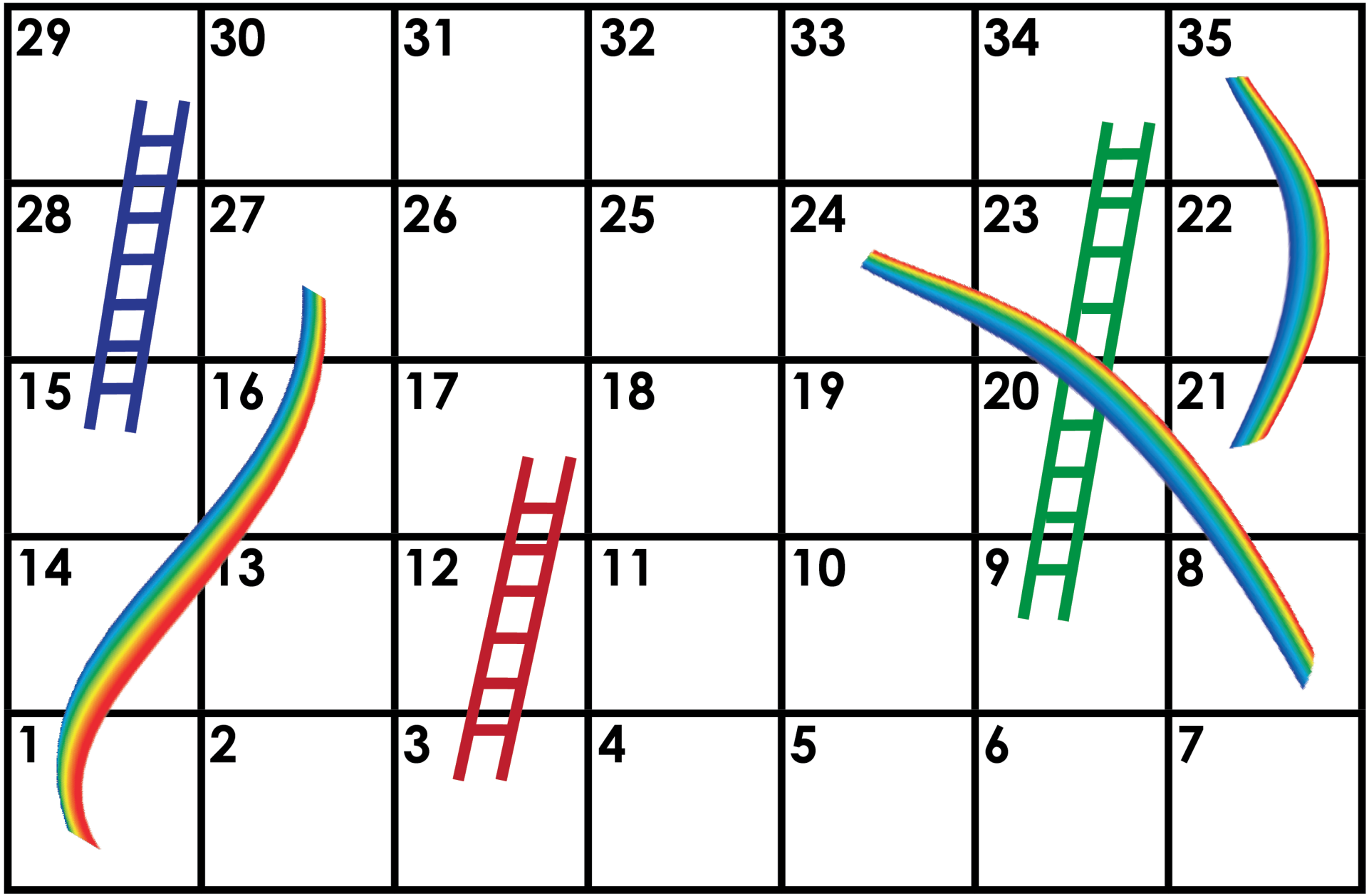
1. Place all cards face down on a table.
2. Each player needs to choose a card and read the word correctly before rolling the dice and moving on the gameboard.

## 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 <ow>/ō/.

# Rainbows and Ladders



| | |
|---|---|
| snow | row |
| glow | blow |
| mow | tow |
| crow | show |
| grow | elbow |

| | |
|---|---|
| window | snowing |
| showed | yellow |
| low | willow |
| bows | slow |

# Step 5:
# Five in a Row

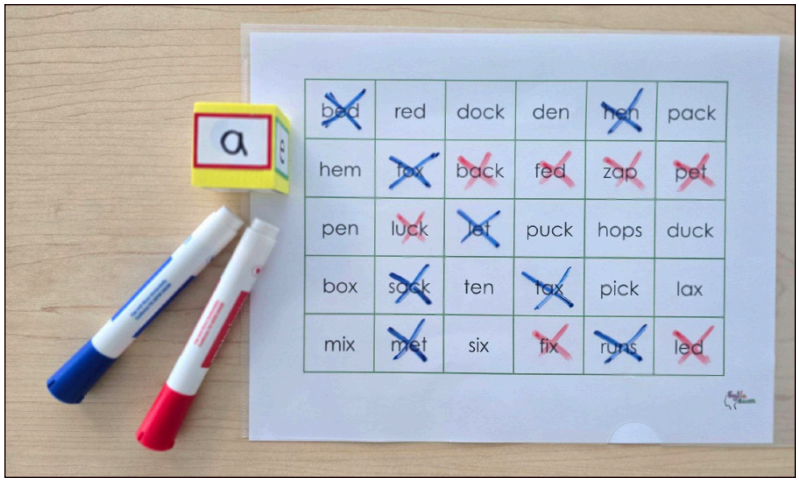
| SyllaSense Red Series | Grapheme/Phoneme Correspondence | Orthographic Conventions (Patterns and Generalizations) | Morphology | Punctuation/Text Features | High-Frequency Words and Content Words |
|---|---|---|---|---|---|
| **Step 5:**<br>● Space Tools | - <i>/ī/ (*items*)<br>- vowel digraph <oo>/ū/ (*cool*) | - n/a | - n/a | - n/a | - *Canadarm* |

**Note:** Before beginning, create a grapheme dice by placing a sticky label on all 6 sides of a dice. Print the following vowel digraphs on the sides of the dice, one on each side: <oo>, <ow>, <igh>, <oa>, <ee>, <ea>.

1. Player 1 rolls the dice, and looks at the digraph that is shown on the dice. Player 1 needs to find a word that contains that digraph, and mark it (e.g., If the player rolls an <ea>, they can put a mark on the word *beach*).

2. Player 2 rolls the dice, and repeats the same action.

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 a short vowel example below.



| | | | | |
|---|---|---|---|---|
| teeth | blow | right | load | night |
| sea | mean | coal | broom | groom |
| snowing | speed | squealing | flight | feeling |
| sigh | showed | heat | glow | food |
| loaded | fleet | smooth | float | soon |

# Step 6:
# Go Fish

| SyllaSense Red Series | Grapheme/Phoneme Correspondence | Orthographic Conventions (Patterns and Generalizations) | Morphology | Punctuation/Text Features | High-Frequency Words and Content Words |
|---|---|---|---|---|---|
| **Step 6:**<br>● Puppy! | - vowel digraphs <oi>/oi/ (*avoid*) and <oy>/oi/ (*boy*) | - use <oy> for /oi/ at the end of a base | - n/a | - n/a | - *come* |

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.

joy

toy

annoy

joy

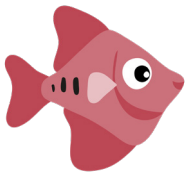
toy

annoy

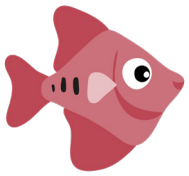
oil

broil

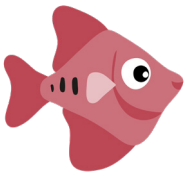
toil



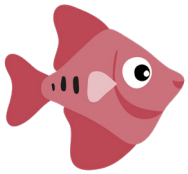
Go Fish



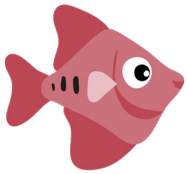
Go Fish



Go Fish



Go Fish



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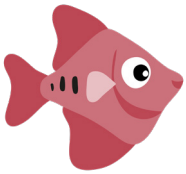

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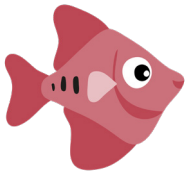

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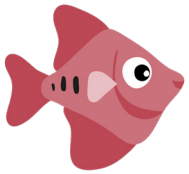

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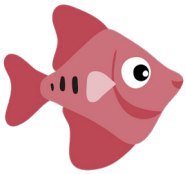


Go Fish

oil

broil

toil

destroy

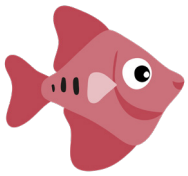
boy

spoil

destroy

boy

spoil



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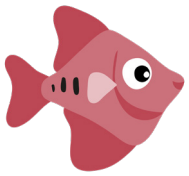

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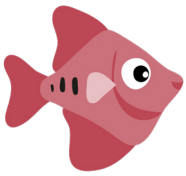

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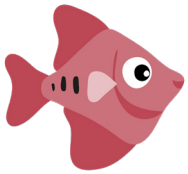

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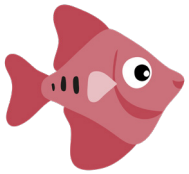

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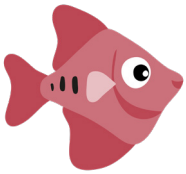

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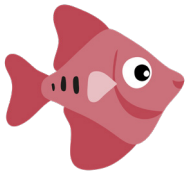

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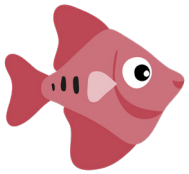

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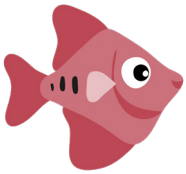


Go Fish

ploy

decoy

enjoy

ploy

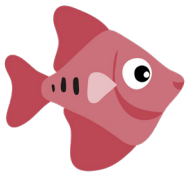
decoy

enjoy

point

coin

deploy



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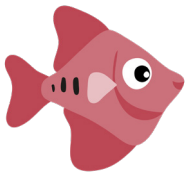

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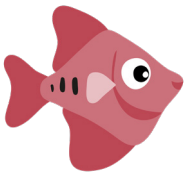

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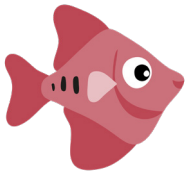

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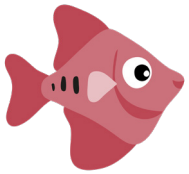

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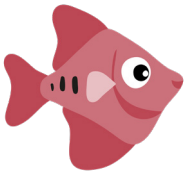

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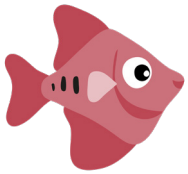

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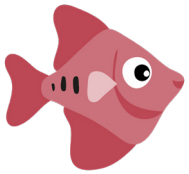

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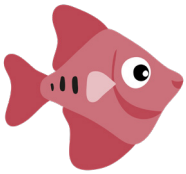


Go Fish

point

coin

deploy

avoid

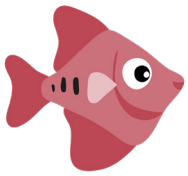
choice

voice

avoid

choice

voice



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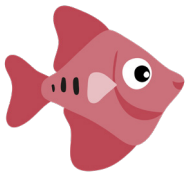

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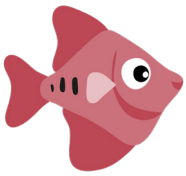

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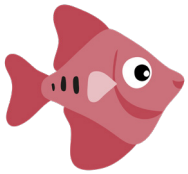

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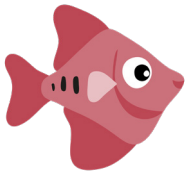

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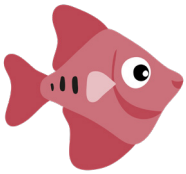

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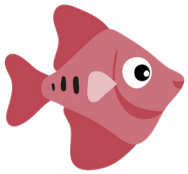

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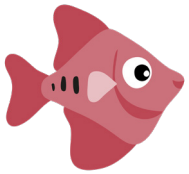

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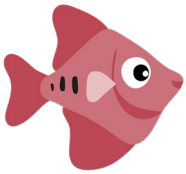


Go Fish

join

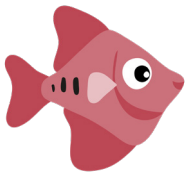
oink

hoist

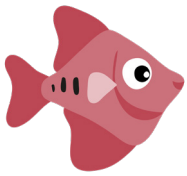
join

oink

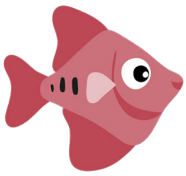
hoist



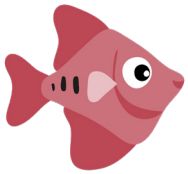
Go Fish



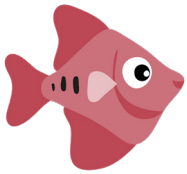
Go Fish



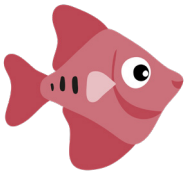
Go Fish



Go Fish



Go Fish



Go Fish

# Step 7:
# Concentration

| SyllaSense Red Series | Grapheme/Phoneme Correspondence | Orthographic Conventions (Patterns and Generalizations) | Morphology | Punctuation/ Text Features | High-Frequency Words and Content Words |
|---|---|---|---|---|---|
| **Step 7:**<br>● Orcas | - vowel digraph <ou>/ou/ (*out*) | - n/a | - n/a | - n/a | - *calf*<br>- *ocean* |

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

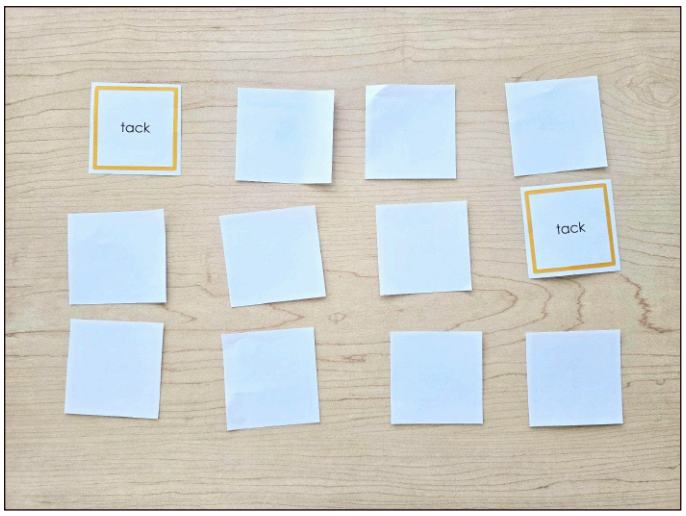
**Player 1:**

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.



| | | |
|---|---|---|
| mouth | pounce | pounce |
| mouth | scout | scout |
| south | south | proud |
| found | found | proud |

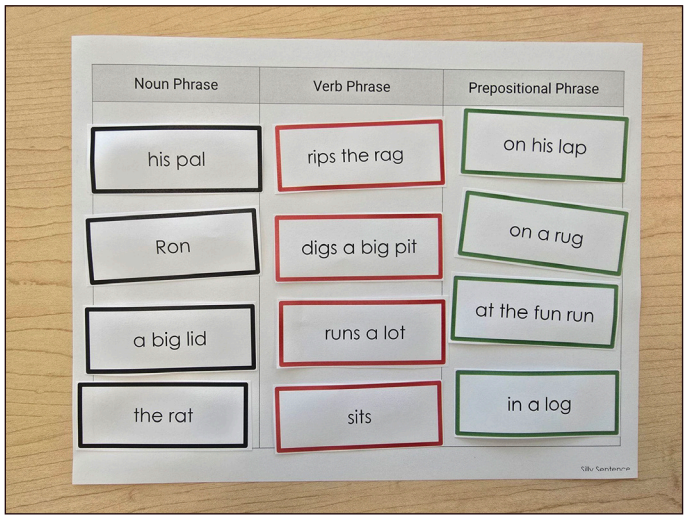
# Step 8:
# Silly Sentences

| SyllaSense Red Series | Grapheme/Phoneme Correspondence | Orthographic Conventions (Patterns and Generalizations) | Morphology | Punctuation/ Text Features | High-Frequency Words and Content Words |
|---|---|---|---|---|---|
| **Step 8:**<br>● Towers and Tunnels | - vowel digraph <ow>/ou/ (*cow*) | - n/a | - n/a | - n/a | - *people* |

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 |
| --- | --- | --- |
| | | |

| | | |
|---|---|---|
| the cow's mouth | was found | in the downtown |
| the howling owls | was counting | with a cool crown |
| the brown fowl | scowled | at the top of the tower |
| a frowning clown | wore a flower | in a smooth gown |

# Step 9:
# Bingo

| SyllaSense Red Series | Grapheme/Phoneme Correspondence | Orthographic Conventions (Patterns and Generalizations) | Morphology | Punctuation/Text Features | High-Frequency Words and Content Words |
|---|---|---|---|---|---|
| **Step 9:**<br>● Books | - vowel digraph <oo>/o͡o/ (*look*) | - n/a | - n/a | - n/a | - 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

| | | | |
|---|---|---|---|
| stood | foot | took | cook |
| wood | wool | hook | crook |
| good | nook | now | plow |
| cow | book | shook | look |

# BINGO

| | | | |
|---|---|---|---|
| wood | now | shook | good |
| cow | hook | took | cook |
| look | book | nook | wool |
| stood | crook | foot | plow |

# BINGO

| | | | |
|---|---|---|---|
| cook | shook | wood | hook |
| took | book | wool | stood |
| now | plow | nook | foot |
| cow | look | crook | good |

| | | | |
|---|---|---|---|
| took | nook | plow | hook |
| good | crook | now | cook |
| cow | foot | shook | book |
| look | stood | wool | wood |

# Step 10:
# Five in a Row

| SyllaSense Red Series | Grapheme/Phoneme Correspondence | Orthographic Conventions (Patterns and Generalizations) | Morphology | Punctuation/Text Features | High-Frequency Words and Content Words |
|---|---|---|---|---|---|
| **Step 10:**<br>● Clever Dolphins! | - consonant digraph <ph>/f/ (*photo*) | - consonant-le syllables | - n/a | - n/a | - *some*<br>- *whistle* |

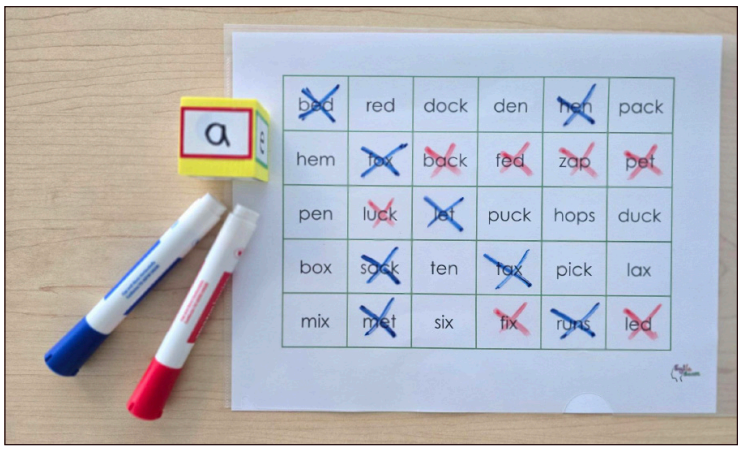
**Note:** Before beginning, create a custom dice by placing a sticky label on all 6 sides of a dice. On 5 of the sides, print the following concepts: <oo>, <ow>, <oy>, <oi>, <ph>. On the 6th side, draw a star.

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 <oo>, they can put a mark on the word *foot*).

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 a short vowel example below.



| | | | | |
|---|---|---|---|---|
| book | boy | sphere | foot | coin |
| phase | oil | trophy | broil | now |
| join | wow | look | decoy | phone |
| wool | enjoy | tower | photo | point |
| ploy | stood | plow | joy | cow |