Teal Series Games and Activities

Step 1:
Bingo

SyllaSense Teal Series	Grapheme/Phoneme Correspondence	Orthographic Conventions (Patterns and Generalizations)	Morphology	Punctuation/Text Features	High-Frequency Words and Content Words
Step 1: ● Jump! ■ Big and Small	- <e>/ē/ (*me*) and <o>/ō/ (*go*)	- long vowel phonemes in open syllables	- n/a	- n/a	- *you*

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

she	going	we	chill
will	wing	long	fall
jumping	so	spill	splash
dunk	ball	being	sing

BINGO

we	so	splash	long
jumping	fall	spill	chill
dunk	going	being	ball
sing	she	wing	will

BINGO

will	spill	being	jumping
dunk	long	we	chill
sing	ball	so	wing
she	fall	going	splash

dunk	jumping	she	wing
splash	will	going	chill
long	so	ball	being
sing	spill	fall	we

Step 2:
Concentration

SyllaSense Teal Series	Grapheme/Phoneme Correspondence	Orthographic Conventions (Patterns and Generalizations)	Morphology	Punctuation/Text Features	High-Frequency Words and Content Words
Step 2: ● Fast! ■ My Kitten, Coco	- <y>/ī/ (*by*)	- <y> is pronounced /ī/ in stressed open syllables	- suffix <-es> as plural and as third person, singular, present tense verb	- n/a	- n/a

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

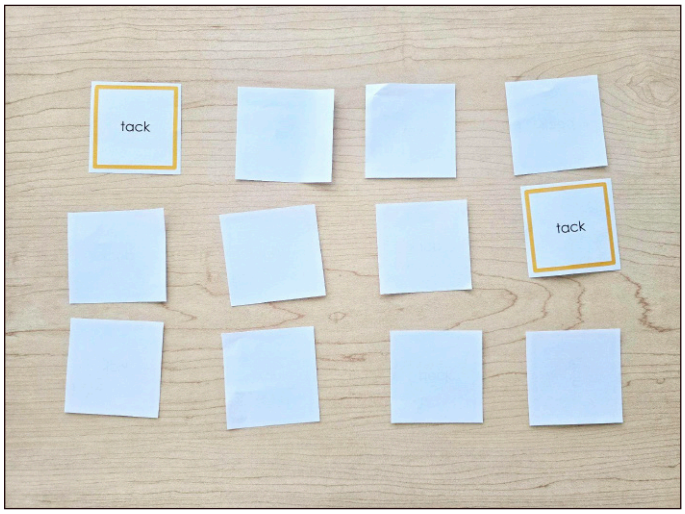
Player 1:

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.



shy	shy	go
go	she	she
flying	flying	going
going	dry	dry

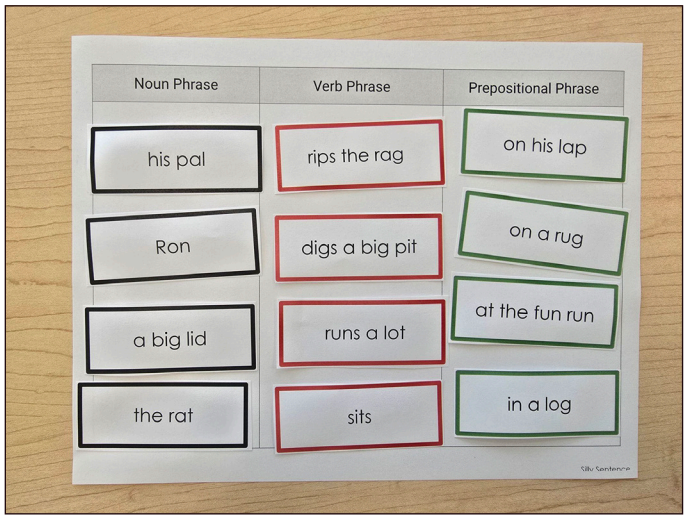
Step 3:
Silly Sentences

SyllaSense Teal Series	Grapheme/Phoneme Correspondence	Orthographic Conventions (Patterns and Generalizations)	Morphology	Punctuation/Text Features	High-Frequency Words and Content Words
Step 3: ● Pancakes ■ Cake	- <a_e>/ā/ (*cake*)	- concept of *marker <e>* - in VCe pattern, marker <e> marks the preceding vowel as long	- concept of *compound words*	- 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

Jake and Jane	made a cupcake	at the gate
his catfish	can flip a pancake	in the shade
Blake's plane	came to a stop	by the base
the red cape	was the same	at sunset

Step 4:
Bug Quest

SyllaSense Teal Series	Grapheme/Phoneme Correspondence	Orthographic Conventions (Patterns and Generalizations)	Morphology	Punctuation/Text Features	High-Frequency Words and Content Words
Step 4: ● Hide! ■ Kites	- <i_e>/ī/ (*hide*) - consonant digraph <wh>/w/ (*when*)	- n/a	- n/a	- contraction - hyphen (■ only)	- 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	shine	hide	vibe	bite	wise	pile
						inside
spike	vines	wife	hike	time	ride	rise
white						
nine	fine	ripe	dime	line	side	vine
						chime
wide	like	tire	while	tide	lime	kite
beside						
bride	mime	dine	bike	life	tile	End

Step 5:
Missing Vowel Game

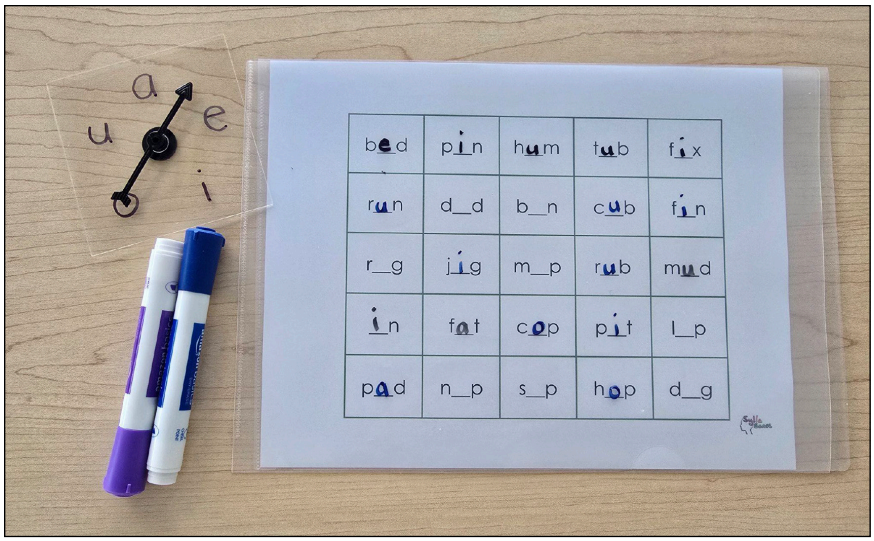
SyllaSense Teal Series	Grapheme/Phoneme Correspondence	Orthographic Conventions (Patterns and Generalizations)	Morphology	Punctuation/Text Features	High-Frequency Words and Content Words
Step 5: ● The Camping Trip ■ Ropes	- <o_e>/ō/ (*close*)	- n/a	- n/a	- n/a	- *do* (■ only)

1. Player 1 spins the spinner, and looks at the vowel that is closest to spinner tip. Player 1 needs to find a word that can be made by inserting that vowel in medial position, and write it in the word (e.g., If the player rolls an <a>, they can make "m_de" into "made" by adding the <a>).

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

3. The winner is the player who makes five words in a row. Using 2 distinct colours of dry erase markers can help players keep track of which words are theirs.

Note: If you don't have a spinner, you can create a vowel dice by covering the dice dots with a sticky label, and writing <a>, <e>, <i>, <o>, and <u> on 5 sides. The sixth side can be a star, which can mean a free vowel choice if rolled.



h__me	l__fe	m__de	b__ke
ins__de	h__de	n__se	p__le
ch__se	t__me	sl__pe	th__se
sh__pe	r__se	s__me	r__te
d__me	br__ke	tr__ke	ch__se
h__le	g__me	r__de	c__pe

Step 6:
Go Fish

SyllaSense Teal Series	Grapheme/Phoneme Correspondence	Orthographic Conventions (Patterns and Generalizations)	Morphology	Punctuation/Text Features	High-Frequency Words and Content Words
Step 6: ● The Race ■ At the Lodge	- <c>/s/ (*ice*) - <e_e>/ē/ (*these*)	- <c> is pronounced /s/ when followed by <e>, <i>, or <y>	- n/a	- 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.

eve

these

theme

eve

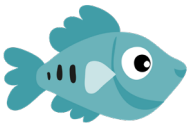
these

theme

here

ice

nice



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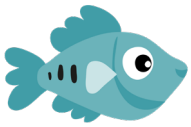

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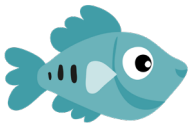

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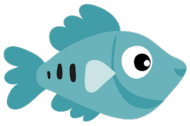

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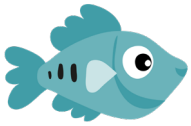

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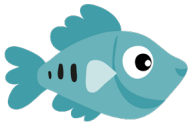

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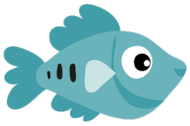

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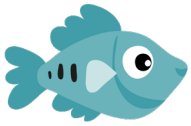

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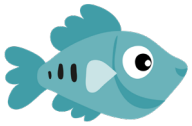


Go Fish

here

ice

nice

twice

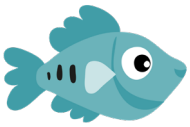
rice

dice

twice

rice

dice



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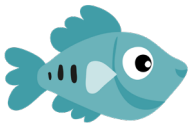

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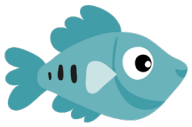

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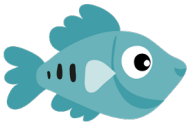

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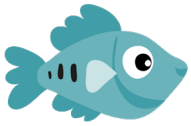

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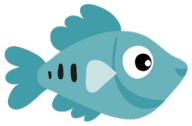

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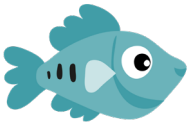

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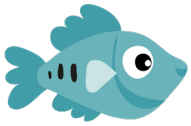

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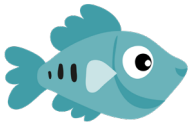


Go Fish

mice

price

slice

mice

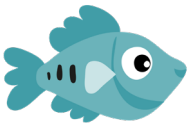
price

slice

ace

face

space



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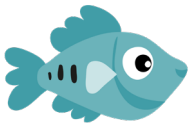

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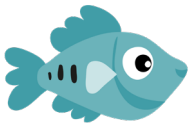

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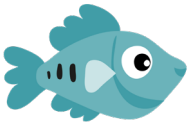

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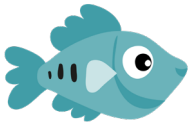

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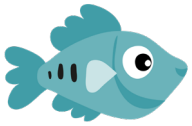

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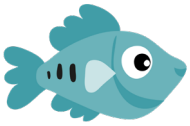

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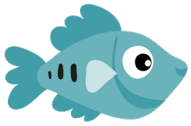

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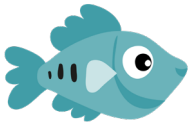


Go Fish

ace

face

space

lace

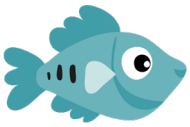
brace

pace

lace

brace

pace



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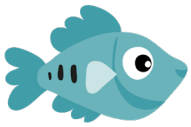

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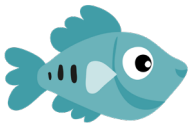

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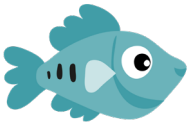

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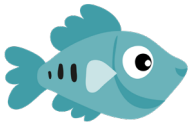

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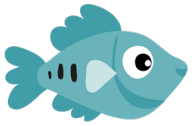

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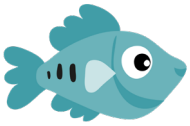

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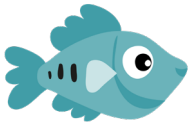

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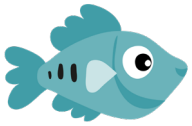


Go Fish

race

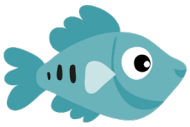
trace

place

race

trace

place



Go Fish

Go Fish

Go Fish

Go Fish

Go Fish

Go Fish

Step 7:
Candy Carnival

SyllaSense Teal Series	Grapheme/Phoneme Correspondence	Orthographic Conventions (Patterns and Generalizations)	Morphology	Punctuation/Text Features	High-Frequency Words and Content Words
Step 7: ● Yes! But... ■ Music	- <u>/ū/ (*student*) and <u>/yū/ (*music*) - <u_e>/ū/ (*rule*) and <u_e>/yū/ (*use*)	- flexibility with vowel sounds in v/cv words (*human*) and vc/v words (*vanish*)	- n/a	- colon (■ only)	- n/a

Students play "Candy Carnival" like a traditional board game. Partners take turns rolling the dice to move along the gameboard. Students climb up the gummy worms when they land on a square at the bottom of a gummy worm. Students may land on jellybeans, with instructions such as "roll again," "go back one,' etc.

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.

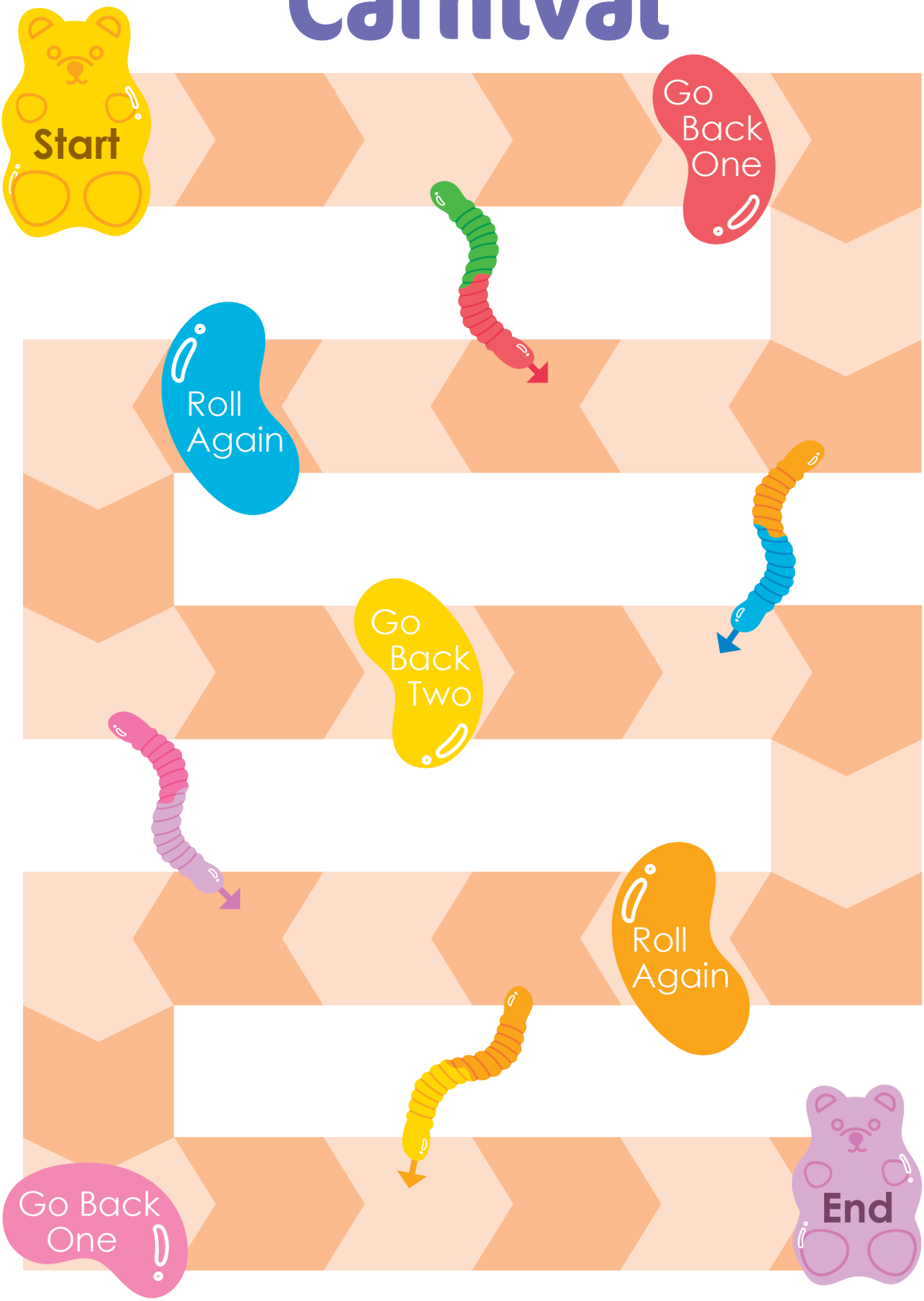
Spelling Version:

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 words with <u>/ū/ and /yū/.

Candy Carnival

Syllasense



use	cute
cube	mute
tube	rule
tune	flute
June	rude

prune	music
human	unit
cupid	tulip
student	amuse

Step 8:
Headbands

SyllaSense Teal Series	Grapheme/Phoneme Correspondence	Orthographic Conventions (Patterns and Generalizations)	Morphology	Punctuation/Text Features	High-Frequency Words and Content Words
Step 8: ● At the Park ■ In the Dark	- <ar>/ar/ (*car*)	- concept of *r-controlled vowel* - complete English words do not end in <v>, so a marker <e> is added	- 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.

the red star

in the dark sky

the white sharks

in the park

in the car

was far off

on the farm

can live

car	give
star	have
dark	live
farm	sharp

Step 9:
Five in a Row

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Step 9: ● Turn, Spin, and Twirl ■ Going to a Canyon	- <ir>/er/ (*bird*) and <ur>/er/ (*hurt*)	- n/a	- suffix <-ed> as an adjective (*webbed*) (■ only)	- n/a	- *are* - *your* (■ only)

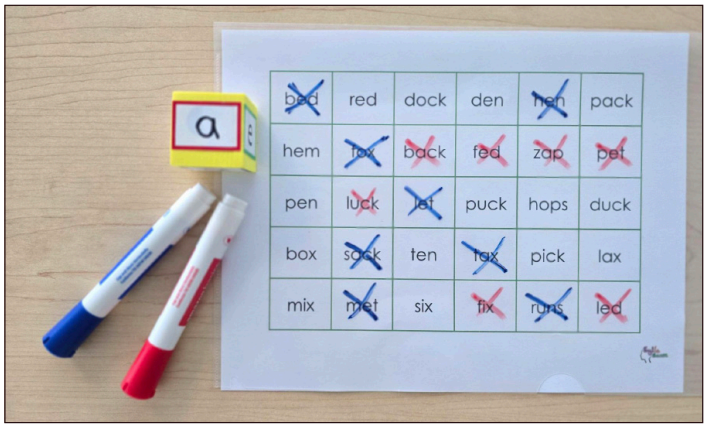
Note: Before beginning, create a custom dice by placing a sticky label on all 6 sides of a dice. On 5 of the sides, print the following concepts: <ir>, <ur>, <ar>, <c>/s/, <u>/yū/. On the 6th side, draw a star.

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 vowel, and mark it (e.g., If the player rolls an <ur>, they can put a mark on the word *turn*).

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 short vowel example below.



firm	burn	arm	bird	turn
stir	cute	star	blur	girl
human	far	nice	hurt	pace
burst	card	cupid	space	race
amuse	curve	third	face	ice
curl	bark	fur	charm	cube

Step 10:
Bingo

SyllaSense Teal Series	Grapheme/Phoneme Correspondence	Orthographic Conventions (Patterns and Generalizations)	Morphology	Punctuation/Text Features	High-Frequency Words and Content Words
Step 10: ● The Marsh ■ Sandhill Cranes	- <i>/ī/ (*item*) (■ only)	- <ild>/īld/ (*mild*) - <ind>/īnd/ (*find*) - <old>/ōld/ (*bold*) - <ost>/ōst/ (*most*)	- 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

sold	mild	most	find
bold	fold	post	blind
hold	bind	kind	wild
old	child	cold	mind

BINGO

post	kind	mind	fold
find	child	mild	blind
bold	cold	most	bind
hold	old	wild	sold

BINGO

bold	find	old	wild
mind	sold	cold	blind
fold	kind	bind	most
hold	mild	child	post

old	cold	post	blind
sold	wild	fold	child
find	kind	mild	mind
bold	bind	most	hold