Blue Series Games and Activities



Step 1:
Concentration

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

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

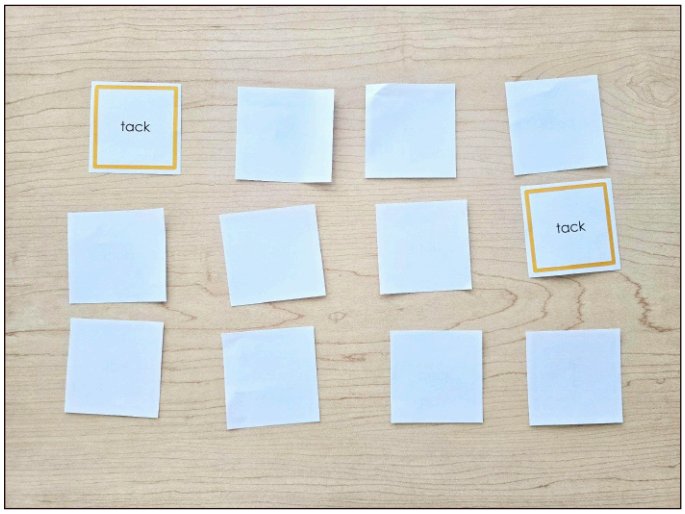
Player 1:

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.



going	she	bringing
going	she	bringing
no	being	called
no	being	called

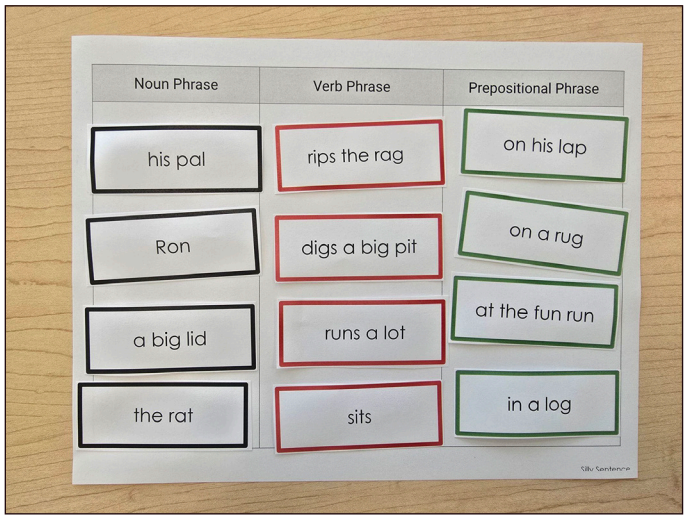
Step 2:
Silly Sentences

SyllaSense Blue Series	Grapheme/Phoneme Correspondence	Orthographic Conventions (Patterns and Generalizations)	Morphology	Punctuation/Text Features	High-Frequency Words and Content Words
Step 2: ● Fishing ■ Try! Try! Try!	- <y>/ī/ (*by*)	- <y> is pronounced /ī/ in stressed open syllables	- n/a	- n/a	- *your*

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 shy fox	was flying	on top of the wall
your ducklings	quacked	by the hedge
the witch and her wand	was trying to spy	off the bridge
my pal Madge	pulled them	on the ledge

Step 3:
Space Race

SyllaSense Blue Series	Grapheme/Phoneme Correspondence	Orthographic Conventions (Patterns and Generalizations)	Morphology	Punctuation/Text Features	High-Frequency Words and Content Words
Step 3: ● At the Creek ■ Sleep	- vowel digraph <ee>/ē/ (*tree*)	- concept of *vowel digraph* - flexibility with vowel sounds in v/cv words (*focus*) and vc/v words (*visit*)	- 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.

Space Race

Start

bee
seed
sweep
three
tree
creek
beet
see
feed
deep
been
weed
feet
thee
keep
wee
keen
weep
sheep
green
reed
sheen
beep
meet
seen
greed
tee
queen
spree
seek
steep
jeep
street
teen
fee
flee
peep
need
trees
sweet
bees
tweet
speed

End

back to start

take a second turn

Step 4:
Go Fish

SyllaSense Blue Series	Grapheme/Phoneme Correspondence	Orthographic Conventions (Patterns and Generalizations)	Morphology	Punctuation/Text Features	High-Frequency Words and Content Words
Step 4: ● The Play Day ■ The Class Trip	- vowel digraph <ay>/ā/ (*play*)	- use <ay> for /ā/ at the end of a base	- n/a	- contraction *let's*	- 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.

spray

jay

okay

spray

jay

okay

sway

tray

day



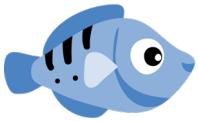
Go Fish



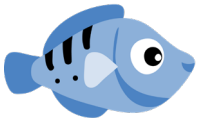
Go Fish



Go Fish



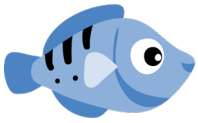
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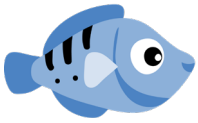
Go Fish



Go Fish



Go Fish



Go Fish



Go Fish

sway

tray

day

lay

clay

played

lay

clay

played



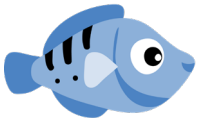
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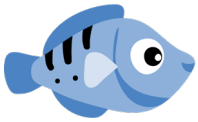
Go Fish



Go Fish



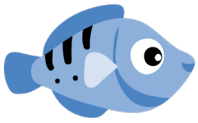
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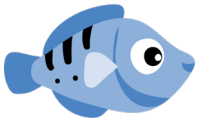
Go Fish



Go Fish



Go Fish



Go Fish



Go Fish

stayed

straying

bay

stayed

straying

bay

hay

may

play



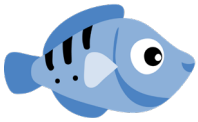
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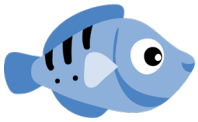
Go Fish



Go Fish



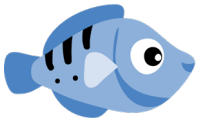
Go Fish



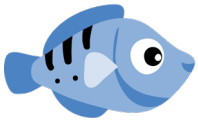
Go Fish



Go Fish



Go Fish



Go Fish



Go Fish

hay

may

play

ray

stay

way

ray

stay

way



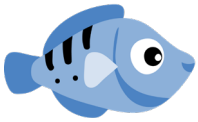
Go Fish



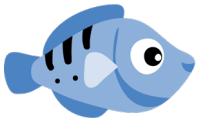
Go Fish



Go Fish



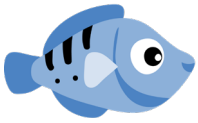
Go Fish



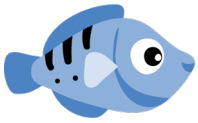
Go Fish



Go Fish



Go Fish



Go Fish



Go Fish

say

stray

pay

say

stray

pay

swaying

swaying



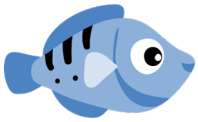
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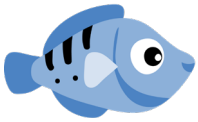
Go Fish



Go Fish



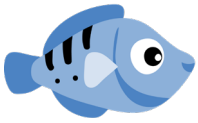
Go Fish



Go Fish



Go Fish



Go Fish



Go Fish

Step 5:
Five in a Row

SyllaSense Blue Series	Grapheme/Phoneme Correspondence	Orthographic Conventions (Patterns and Generalizations)	Morphology	Punctuation/Text Features	High-Frequency Words and Content Words
Step 5: ● Recess ■ At a Glance	- <c>/s/ (*recess*, *dance*) - consonant digraph <wh>/w/ (*when*)	- <c> is pronounced /s/ when followed by <e>, <i>, or <y> - concept of *marker <e>*	- concept of *compound words*	- n/a	- n/a

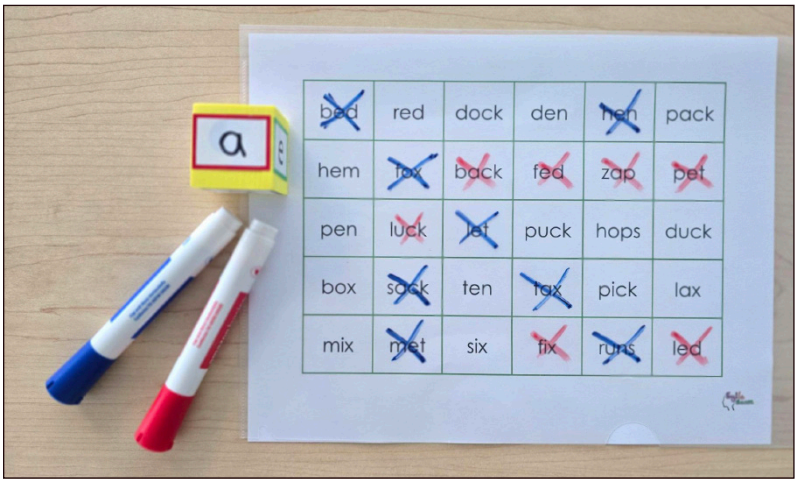
Note: Before beginning, create a custom dice by placing a sticky label on all 6 sides of a dice. On 5 of the sides, print the following concepts: <wh>, <c>/s/, <ay>, <ee>, <c>/k/. On the 6th side, draw a star.

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 a <wh>, they can put a mark on the word *whisk*).

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.



whisk	stay	bay	clay	wham
mince	chance	whip	sway	cent
tree	speed	club	catch	since
dance	whiff	jay	okay	wheel
craft	clap	hay	whack	cell

Step 6:
Headbands

SyllaSense Blue Series	Grapheme/Phoneme Correspondence	Orthographic Conventions (Patterns and Generalizations)	Morphology	Punctuation/Text Features	High-Frequency Words and Content Words
Step 6: ● Why? ■ On the Trail	- vowel digraph <ai>/ā/ (*tail*)	- complete English words do not end in <v>, so a marker <e> is added	- n/a	- n/a	- *do*

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 train	the quail
can wait	next to the rail
a big rain	strained his leg
a pair of snails	drained the bathtub

chain	stain
wait	brain
braid	main
aim	paid

Step 7:
Bingo

SyllaSense Blue Series	Grapheme/Phoneme Correspondence	Orthographic Conventions (Patterns and Generalizations)	Morphology	Punctuation/Text Features	High-Frequency Words and Content Words
Step 7: ● River Otters ■ Muskrats	- <er>/er/ (*otter*)	- concept of *r-controlled vowel* - <o> is often pronounced /ŭ/ when followed by /v/ (*love*)	- suffix <-ed> as adjective (*webbed*)	- 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

cover	glove	rain	verb
perk	term	germ	aim
her	herd	aid	perm
herb	love	fern	shove

BINGO

shove	herd	perk	her
glove	fern	love	aim
cover	germ	perm	aid
herb	rain	verb	term

BINGO

term	love	perm	glove
cover	her	shove	aim
herb	aid	herd	verb
rain	fern	germ	perk

rain	germ	shove	aim
term	verb	her	fern
glove	herd	love	perk
cover	aid	perm	herb

Step 8:
Game Board with Pictures

SyllaSense Blue Series	Grapheme/Phoneme Correspondence	Orthographic Conventions (Patterns and Generalizations)	Morphology	Punctuation/Text Features	High-Frequency Words and Content Words
Step 8: ● Sports ■ Paint	- <or>/or/ (*sports*)	- n/a	- n/a	- n/a	- *are*

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.

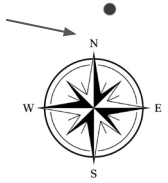
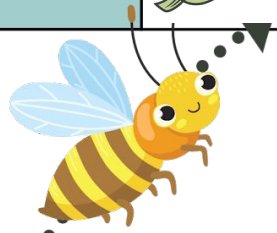
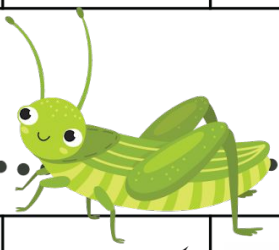
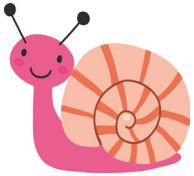
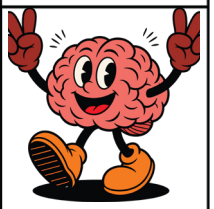
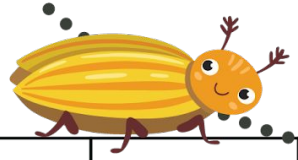
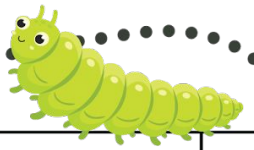
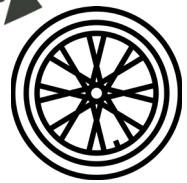
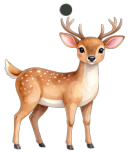


Word list for this game:

corn, fern, train, feet, whisk, bee, north, chain, cord, brain, three, sheep, tree, paint, storm, snail, stork, thorn, cork, green, nails, fork, wheel, beet, braid, horn, deer

Bug Quest

Sylla Sense

Start								
								
								
								
								End





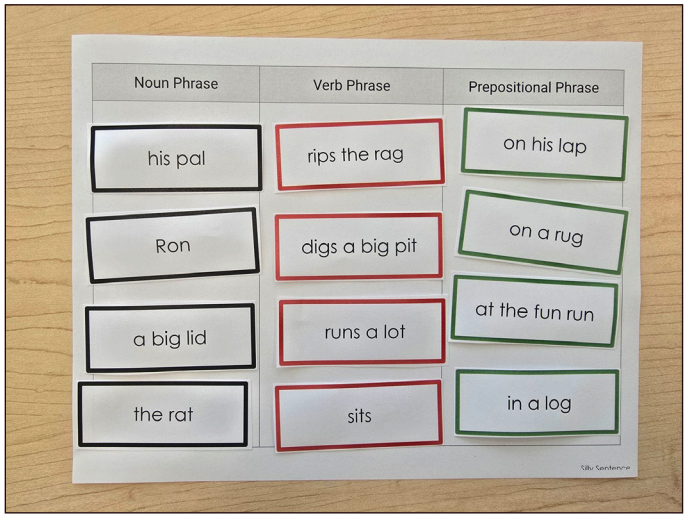
Step 9:
Silly Sentences

SyllaSense Blue Series	Grapheme/Phoneme Correspondence	Orthographic Conventions (Patterns and Generalizations)	Morphology	Punctuation/Text Features	High-Frequency Words and Content Words
Step 9: ● In the City ■ Train	- <y>/ē/ (*city*)	- <y> is pronounced /ē/ in unstressed open syllables	- n/a	- hyphen (■ only)	- *from* - *one*

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

her city	will pass	from her cart
one cob of corn	got stuck	between the trails
Kenny’s ticket	travels	under a tree
six empty subways	can dance	at sunset

Step 10:
Slides and Ladders

SyllaSense Blue Series	Grapheme/Phoneme Correspondence	Orthographic Conventions (Patterns and Generalizations)	Morphology	Punctuation/Text Features	High-Frequency Words and Content Words
Step 10: ● Bobcats ■ Stingrays	- <a>/ā/ (*baby*)	- <ild>/īld/ (*mild*) - <ind>/īnd/ (*find*) - <old>/ōld/ (*bold*) - <ost>/ōst/ (*most*)	- n/a	- n/a	- n/a

Students play "Slides 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 slides if they land on a square at the top of the slide.

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:

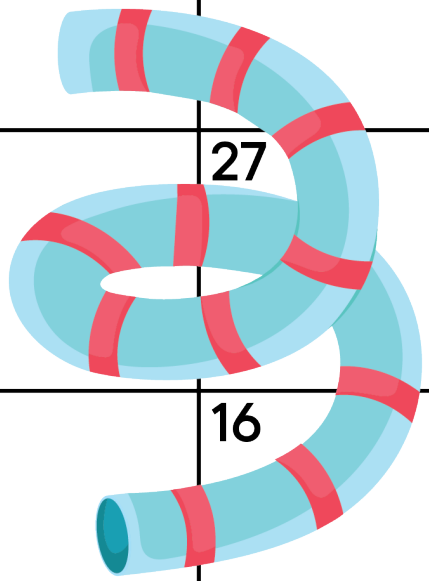
1. Place all cards face down on a table.
2. Player 1 takes a card and reads the word to Player 2.
3. Player 2 must spell the word correctly before rolling the dice and moving on the gameboard.

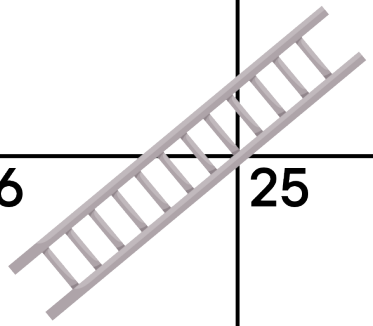
Note: the focus for this game is to practice words with <ild>, <old>, <ind>, and <ost>.

SLIDES AND LADDERS

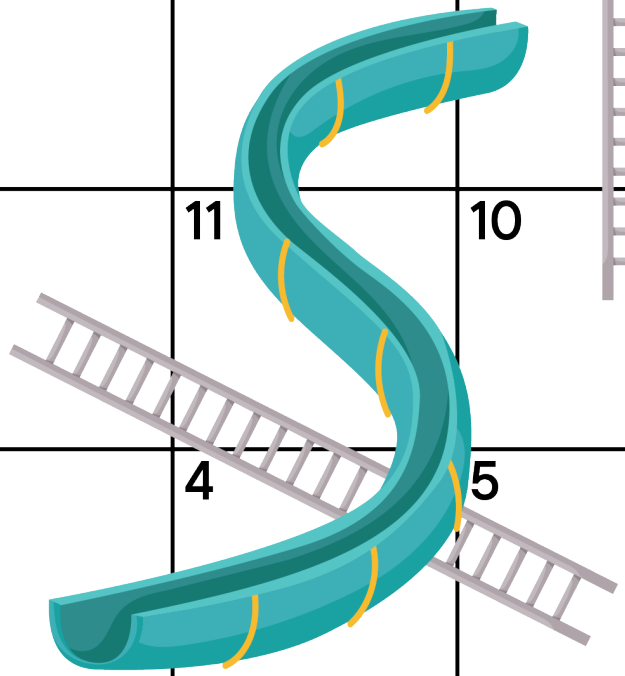
Sylla Sense

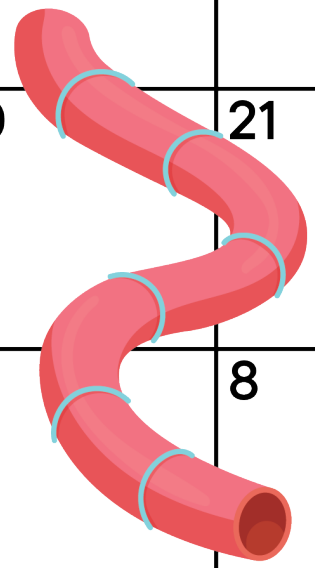
29	30	31	32	33	34	35 END
28	27	26	25	24	23	22
15	16	17	18	19	20	21
14	13	12	11	10	9	8
1 START	2	3	4	5	6	7











kind	mind
blind	find
cold	fold
old	grind
hold	gold

host	most
post	bolt
sold	told
colt	jolt