Purple Series Games and Activities



Step 1:
Space Race

SyllaSense Purple Series	Grapheme/Phoneme Correspondence	Orthographic Conventions (Patterns and Generalizations)	Morphology	Punctuation/Text Features	High-Frequency Words and Content Words
Step 1: ● The Cave	- 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 spell the word that is pictured on the square.

2. Depending on the age and the skill level of the students, prompt the students to sound out the word before trying to spell it. They should tell you how many sounds they can hear, and then what letters would represent each sound.

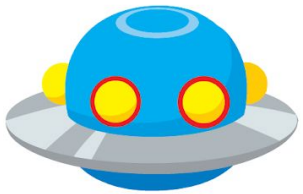
In order to support students with this, you can use a popper. Have students “pop” down a circle for each sound they hear, then name the corresponding letters.



Word list for this game:

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

Space Race



Sylla Sense



Start











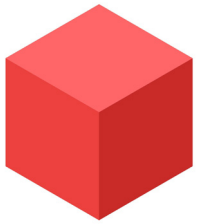


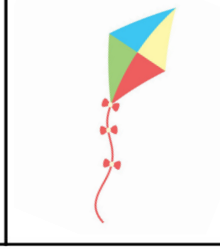


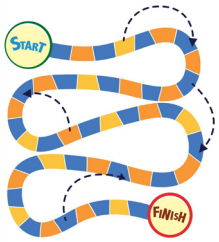


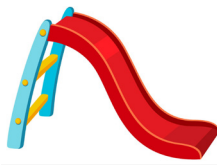










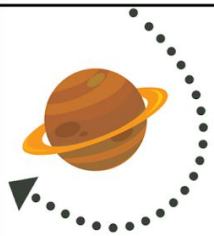










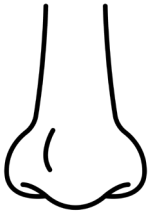


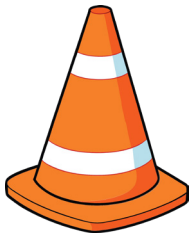


End













Step 2:
Bingo

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

1. Cut out the word cards on the last Bingo page. Place the cards face down on the table. Players take turns, choosing a card and reading it aloud. Once a word has been read, players need to find the word on their card, and mark it with a token or white board marker.

2. First player to get 4 in a row, wins.

3. You can change it up by aiming for an outer square, an X shape, or 2 rows to win.

BINGO

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

BINGO

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

BINGO

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



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

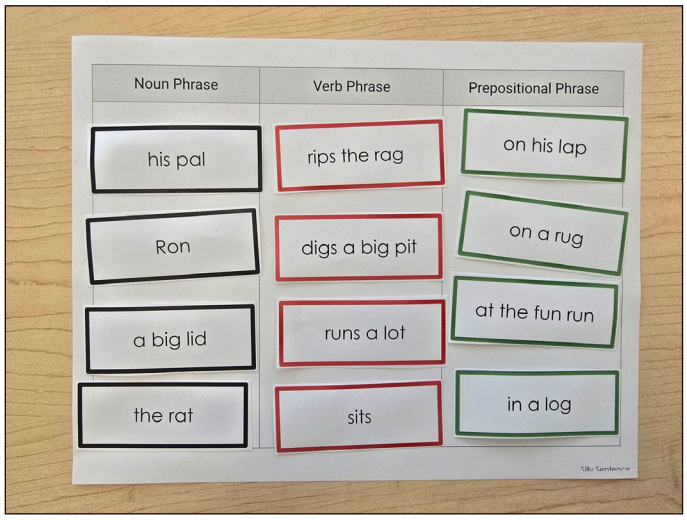
Step 3:
Silly Sentences

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

1. Cut out the noun (black), verb (red), and prepositional (green) phrases. Students can read each phrase, then put them together to make silly sentences.

   - Consider talking about what makes a complete sentence - a subject and a predicate (the "who" and the "what").
   - Sentences may need to be adjusted to be grammatically correct (e.g., *Jack and his dog sits on a log* can be orally adjusted to *Jack and his dog sit on a log*).
   - Depending on the age and skill level of your students, you can ask what punctuation would be needed to make the sentence complete.

2. Students can rearrange the phrases to make new silly sentences, as many times as they wish.



Noun Phrases	Verb Phrases	Prepositional Phrases

their stronger tube	went drifting	by the older truck
the longer, hilly driveway	sang a shorter tune	on the higher deck
June and Bruce	got a bigger bucket	in the deeper pond
the bigger duke	left their flutes	along the grassy track

Step 4:
Headbands

SyllaSense Purple Series	Grapheme/Phoneme Correspondence	Orthographic Conventions (Patterns and Generalizations)	Morphology	Punctuation/Text Features	High-Frequency Words and Content Words
Step 4: ● Cupcakes	- consonant digraph <wr>/r/ (*wrist*)	- n/a	- suffix <-er> as agent: gives a sense of *one who* or *something that*	- n/a	- n/a

1. Make a headband out of cardboard. You can join the ends by stapling or taping. Cut out the phrases, and use a paperclip to clip a phrase or a word to the headband (we have both word and phrase options for you to use with students, depending on their age and stamina).

2. **Player 1:** wears the headband, and can't see the phrase.
3. **Player 2:** reads the phrase aloud to Player 1.

4. **Player 1:** writes the phrase.
5. **Player 2:** checks to see that it is correct.

6. Once Player 1 has finished writing the phrase, they can take off the headband and check what they have written compared with the phrase on their headband.

7. Depending on the skill level of the players, you might request them to sound out each word and say the corresponding letters aloud before they begin to write.

write	helper
wrote	catcher
wrong	golfer
wrist	player

at the shipwreck

his teacher

wrote with a marker

on the wrong path

broke his wrist

wrapped the box

Granddad’s helper

grabbed the wrench

Step 5:
Concentration

SyllaSense Purple Series	Grapheme/Phoneme Correspondence	Orthographic Conventions (Patterns and Generalizations)	Morphology	Punctuation/Text Features	High-Frequency Words and Content Words
Step 5: ● Red Foxes	- n/a	- marker <e> as suffix cancellation (*dense*)	- n/a	- n/a	- n/a

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

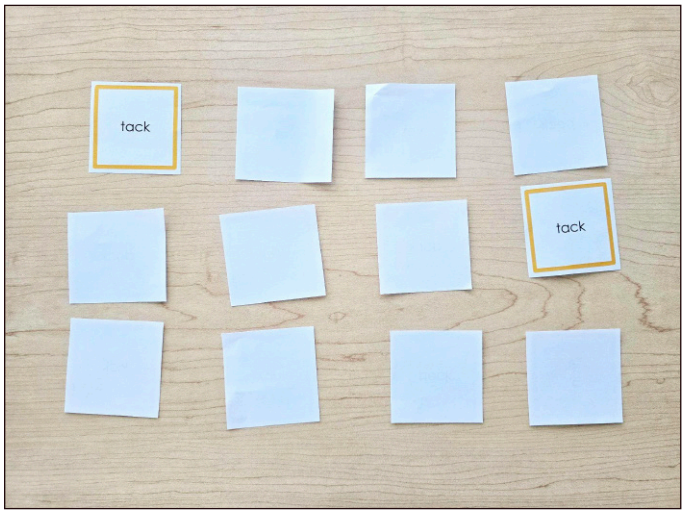
Player 1:

1. Flip over 2 words and read them.
2. If they are a match, pick up the cards and score a point.
3. If they are not a match, flip cards back over.

Player 2:

1. Repeat above procedure.

Continue until all cards have been matched.
The winner is the player with the most points.



here	eve	theme
raise	sense	athlete
cheese	rinse	geese
false	loose	horse

here	eve	theme
raise	sense	athlete
cheese	rinse	geese
false	loose	horse

Step 6:
Slides and Ladders

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

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

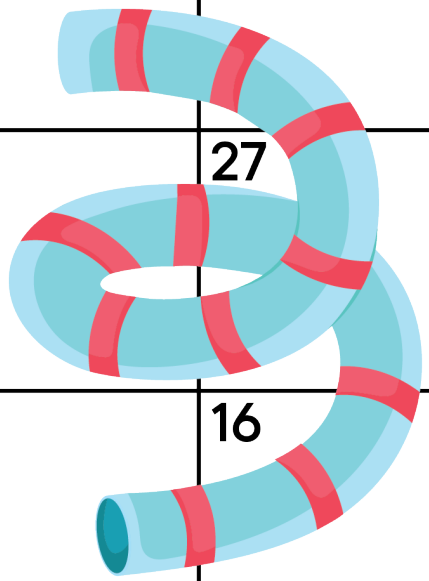
1. Place all cards face down on a table.
2. Player 1 takes a card and reads the word to Player 2.
3. Player 2 must spell the word correctly before rolling the dice and moving on the gameboard.

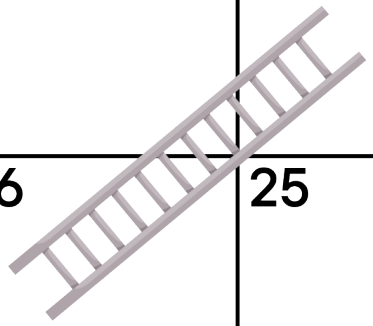
Note: The focus for this game is to practice spelling words with suffix <-ful>.

SLIDES AND LADDERS

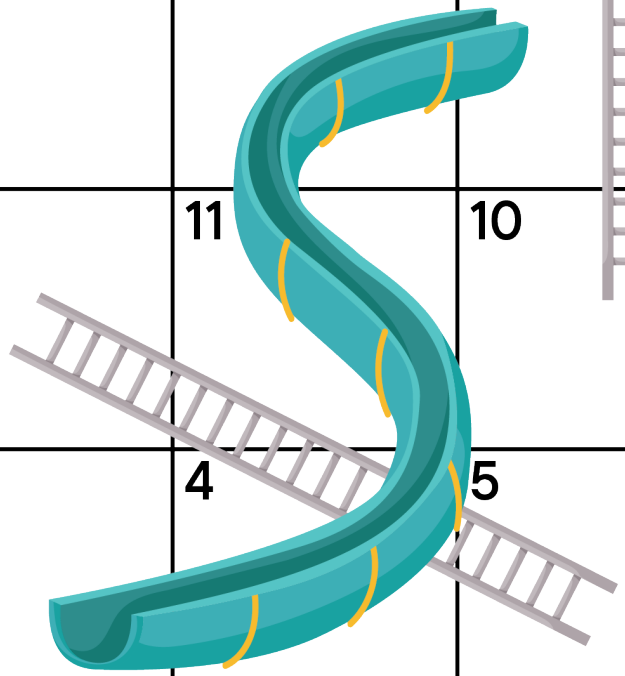
Sylla Sense

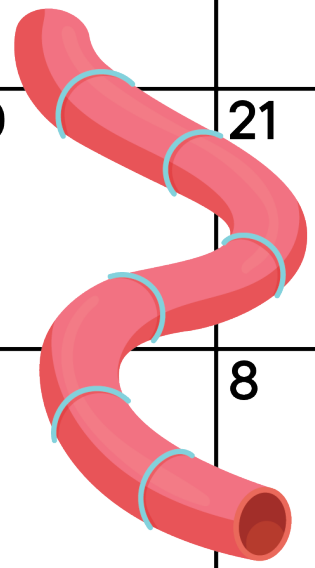
29	30	31	32	33	34	35 END
28	27	26	25	24	23	22
15	16	17	18	19	20	21
14	13	12	11	10	9	8
1 START	2	3	4	5	6	7











joyful	hopeful
harmful	graceful
rightful	spoonful
playful	helpful
truthful	restful

mindful	eventful
useful	cupful
mouthful	thankful
powerful	cheerful

Step 7:
Go Fish

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

Students play “Go Fish” in the traditional way.

1. Each student is dealt 5 cards.
2. The remaining cards are placed in a deck, face down, in the middle.
3. Student 1 reads a card in their deck and asks Student 2 if they have that card (e.g., I have “catch”, do you have “catch”).
4. If Student 2 has that card, they need to give it to Student 1.
5. If they do not, they say “go fish”, and Student 1 needs to take a card from the deck.

Play continues until there are no cards left in the centre deck. At that time, the player with the most matches wins the game.

If desired, print the cards 2-sided with “Go Fish” images on the back.

longest

greenest

fastest

longest

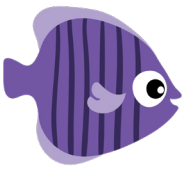
greenest

fastest

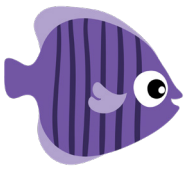
smallest

softest

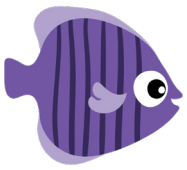
shortest



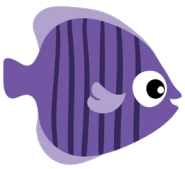
Go Fish



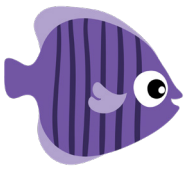
Go Fish



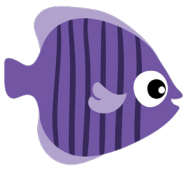
Go Fish



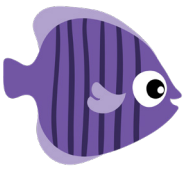
Go Fish



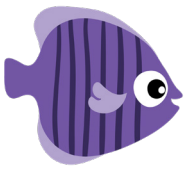
Go Fish



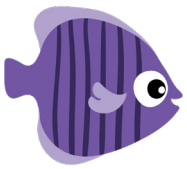
Go Fish



Go Fish

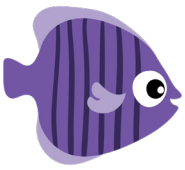


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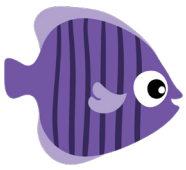


Go Fish

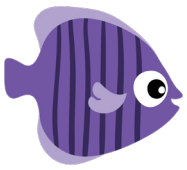
smallest	softest	shortest
where	coldest	kindest
where	coldest	kindest



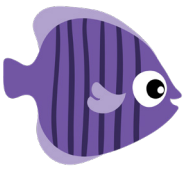
Go Fish



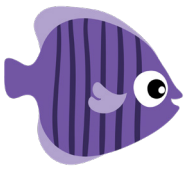
Go Fish



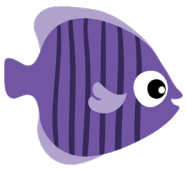
Go Fish



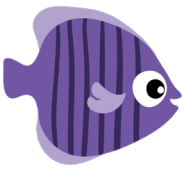
Go Fish



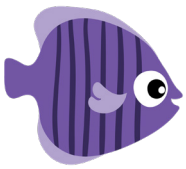
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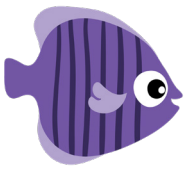
Go Fish



Go Fish



Go Fish



Go Fish

lightest

here

there

lightest

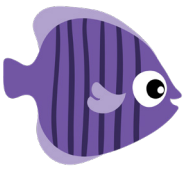
here

there

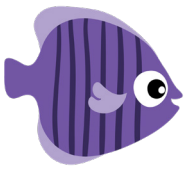
darkest

sweetest

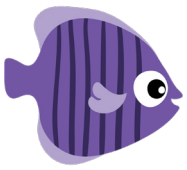
biggest



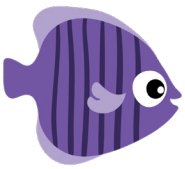
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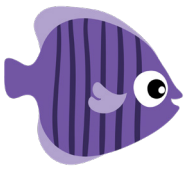
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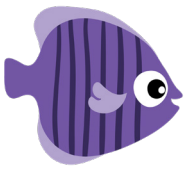
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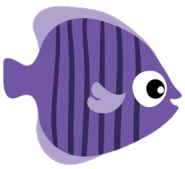
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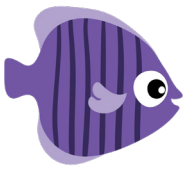
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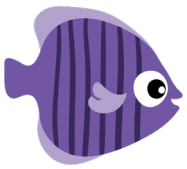
Go Fish



Go Fish

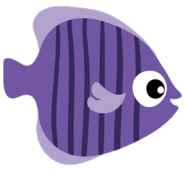


Go Fish

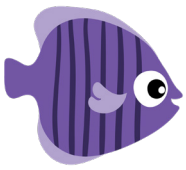


Go Fish

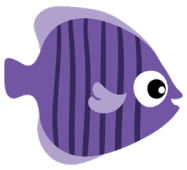
darkest	sweetest	biggest
loudest	highest	smoothest
loudest	highest	smoothest



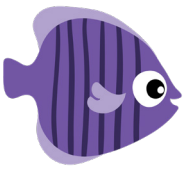
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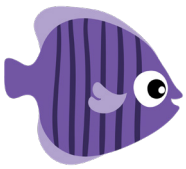
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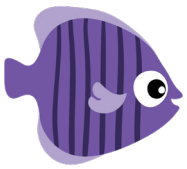
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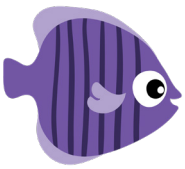
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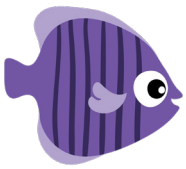
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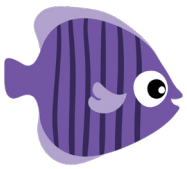
Go Fish



Go Fish



Go Fish



Go Fish

strongest

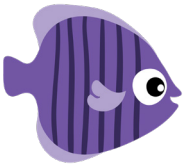
tallest

slowest

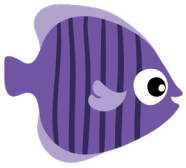
strongest

tallest

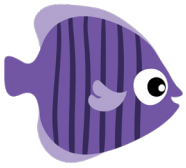
slowest



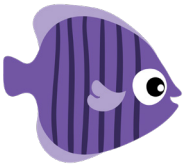
Go Fish



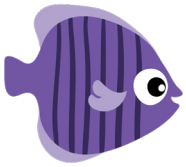
Go Fish



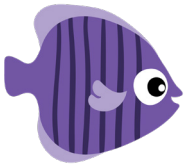
Go Fish



Go Fish



Go Fish



Go Fish

Step 8:
Space Race

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

Students play "Space Race" like any traditional board game.

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

Reading Version:

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

Spelling Version:

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

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

Space Race

Sylla Sense



Start









End





back to start



take a second turn

wildly	lonely
mainly	huge
cage	gladly
judge	gel
image	range

lastly	madly
coldly	lovely
softly	tinge
lately	age
kindly	lodge

plunge	badly
stage	wage
ledge	range
gem	quickly
mainly	hedge

forge	hinge
binge	merge
sage	gene
lunge	cringe
swiftly	page

Step 9:
Five in a Row

SyllaSense Purple Series	Grapheme/Phoneme Correspondence	Orthographic Conventions (Patterns and Generalizations)	Morphology	Punctuation/Text Features	High-Frequency Words and Content Words
Step 9: ● At the Lake	- consonant digraph <kn>/n/ (*knife*)	- n/a	- concept of *prefix* - prefix <un->: gives a sense of *reveral, removal, deprivation,* or *negation*	- n/a	- n/a

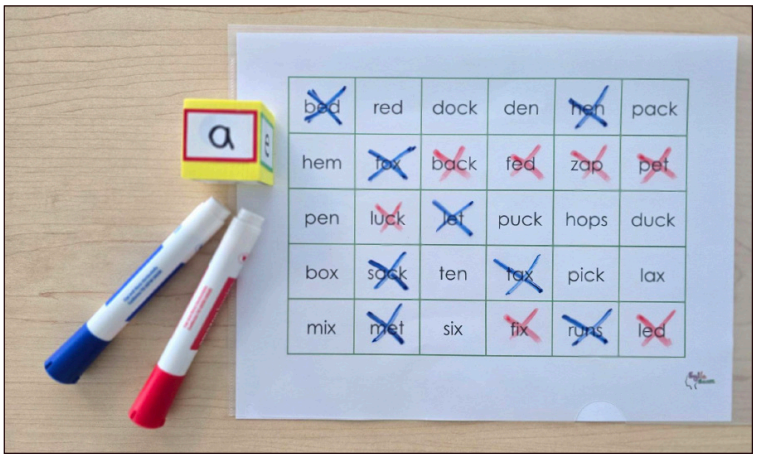
Note: Before beginning, create a custom dice by placing a sticky label on all 6 sides of a dice. On 5 of the sides, print the following concepts: <kn>, <un->, <-ly>, <-est>, <g>/j/. On the 6th side, draw a star.

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

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

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

The winner is the player who makes five marks in a row. You can use two distinct dry erase colours, or put two distinct tokens over words (e.g., Player 1 can use pennies, and Player 2 can use buttons). See short vowel example below.



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

Step 10:
Concentration

SyllaSense Purple Series	Grapheme/Phoneme Correspondence	Orthographic Conventions (Patterns and Generalizations)	Morphology	Punctuation/Text Features	High-Frequency Words and Content Words
Step 10: ● Fish	- <y>/ĭ/ (*gym*)	- n/a	- prefix <re->: gives a sense of *back*, *again*, or *undoing* - concept of *bound base*	- n/a	- *ocean*

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

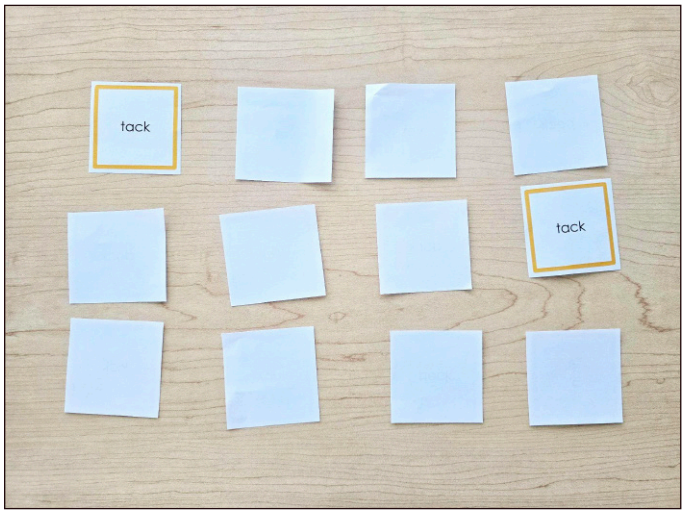
Player 1:

1. Flip over 2 words and read them.
2. If they are a match, pick up the cards and score a point.
3. If they are not a match, flip cards back over.

Player 2:

1. Repeat above procedure.

Continue until all cards have been matched.
The winner is the player with the most points.



gym	mystery	symbol
system	lynx	crystal
redo	myth	rewrite
reheat	replay	crypt

gym	mystery	symbol
system	lynx	crystal
redo	myth	rewrite
reheat	replay	crypt