Red Series Games and Activities



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: ● 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

Sylla Sense

Start

oak

coast

toast

Go Back One

soap

floating

toad

Roll Again

throat

loan

boat

coach

float

oat

soar

Go Back Two

groan

roast

roam

toasted

foam

coal

road

coat

Roll Again

loaded

moan

Go Back One

goat

cloak

load

soak

End

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: ● 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: ● 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:
Slides 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: ● In the Snow	- vowel digraph <ow>/ō/ (*snow*)	- n/a	- n/a	- n/a	- *once* - *ski*

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:

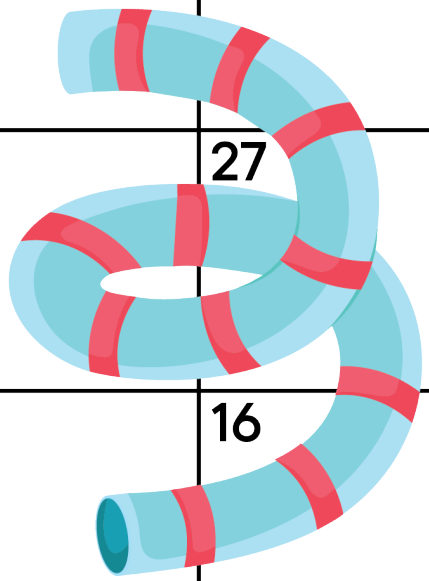
1. Place all cards face down on a table.
2. Player 1 takes a card and reads the word to Player 2.
3. Player 2 must spell the word correctly before rolling the dice and moving on the gameboard.

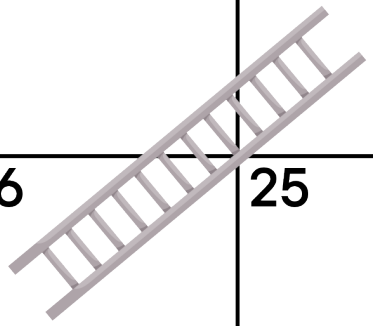
Note: the focus for this game is to practice spelling words with <ow>/ō/.

SLIDES AND LADDERS

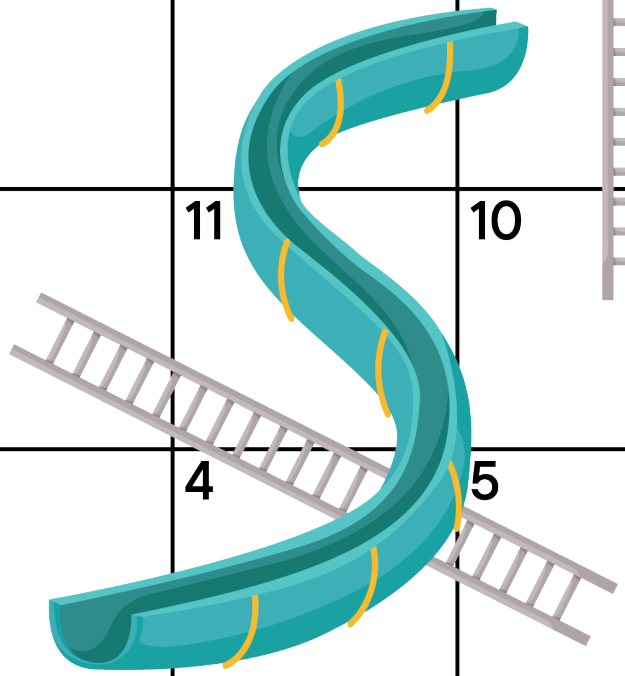
Sylla Sense

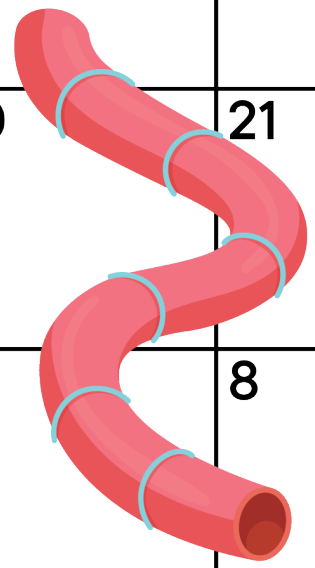
29	30	31	32	33	34	35 END
28	27	26	25	24	23	22
15	16	17	18	19	20	21
14	13	12	11	10	9	8
1 START	2	3	4	5	6	7











snow	row
glow	blow
mow	tow
crow	show
grow	elbow

window	snowing
showed	yellow
low	willow
bows	slow

Step 5:
Five in a Row

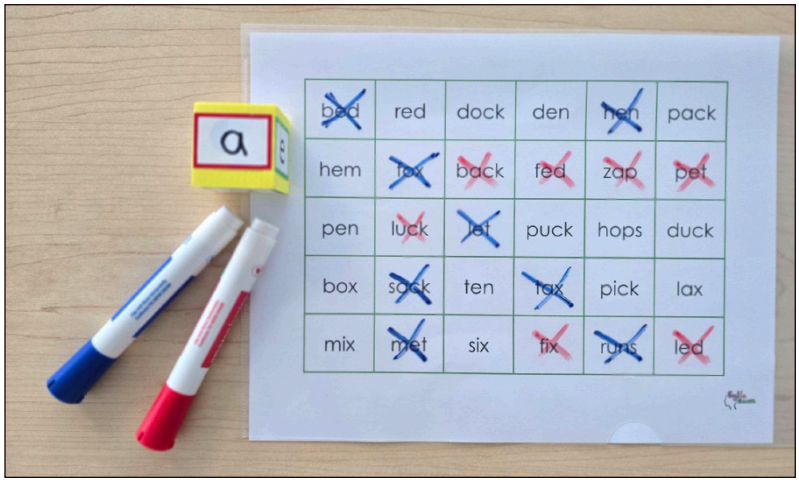
SyllaSense Red Series	Grapheme/Phoneme Correspondence	Orthographic Conventions (Patterns and Generalizations)	Morphology	Punctuation/Text Features	High-Frequency Words and Content Words
Step 5: ● Space Tools	- <i>/ī/ (*items*) - vowel digraph <oo>/ū/ (*cool*)	- n/a	- n/a	- n/a	- *Canadarm*

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: ● 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

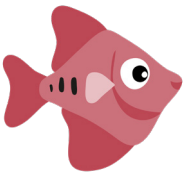
toy

annoy

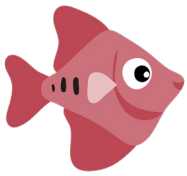
oil

broil

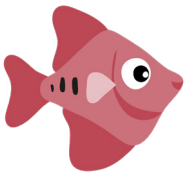
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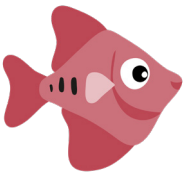
Go Fish



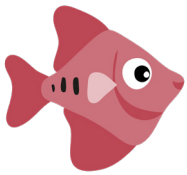
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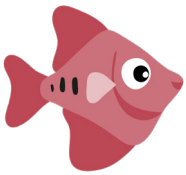
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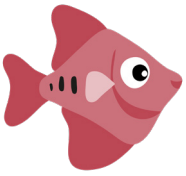
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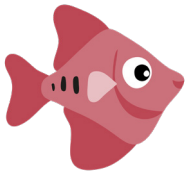
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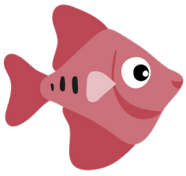
Go Fish



Go Fish



Go Fish



Go Fish

oil

broil

toil

destroy

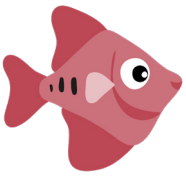
boy

spoil

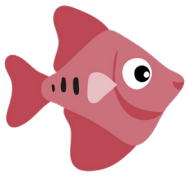
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boy

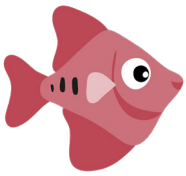
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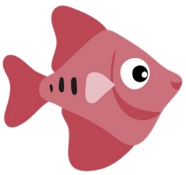
Go Fish



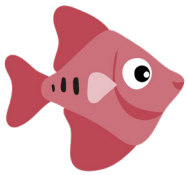
Go Fish



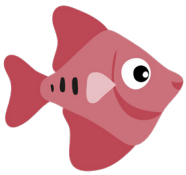
Go Fish



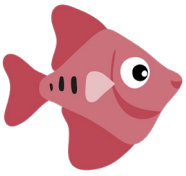
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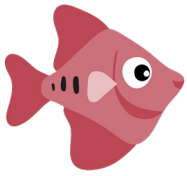
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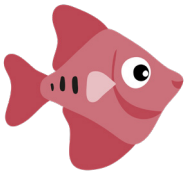
Go Fish



Go Fish



Go Fish



Go Fish

ploy

decoy

enjoy

ploy

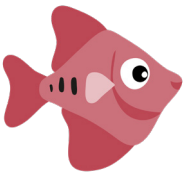
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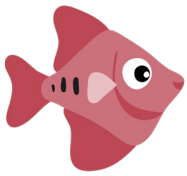
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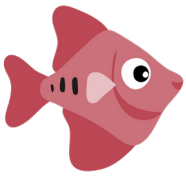
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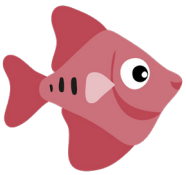
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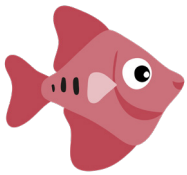
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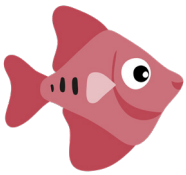
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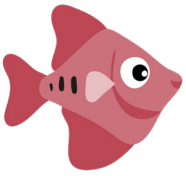
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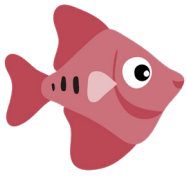
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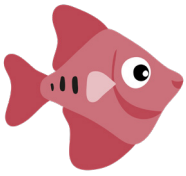
Go Fish



Go Fish



Go Fish



Go Fish

point

coin

deploy

avoid

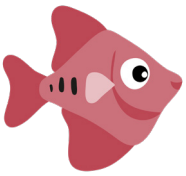
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voice

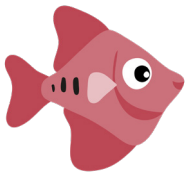
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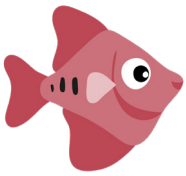
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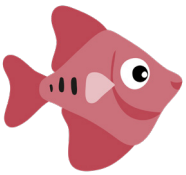
Go Fish



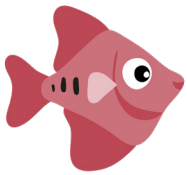
Go Fish



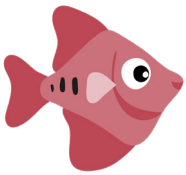
Go Fish



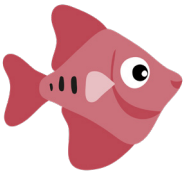
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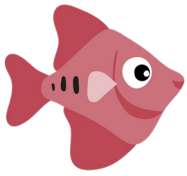
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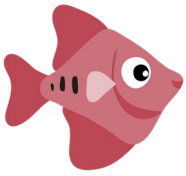
Go Fish



Go Fish



Go Fish



Go Fish

join

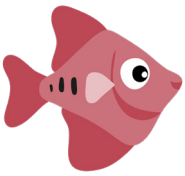
oink

hoist

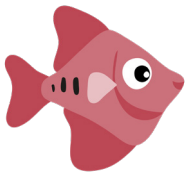
join

oink

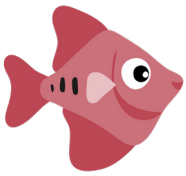
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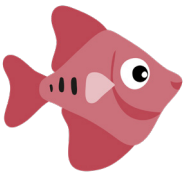
Go Fish



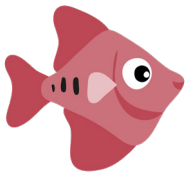
Go Fish



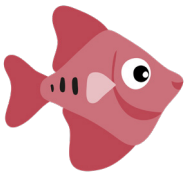
Go Fish



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: ● Orcas	- vowel digraph <ou>/ou/ (*out*)	- n/a	- n/a	- n/a	- *calf* - *ocean*

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

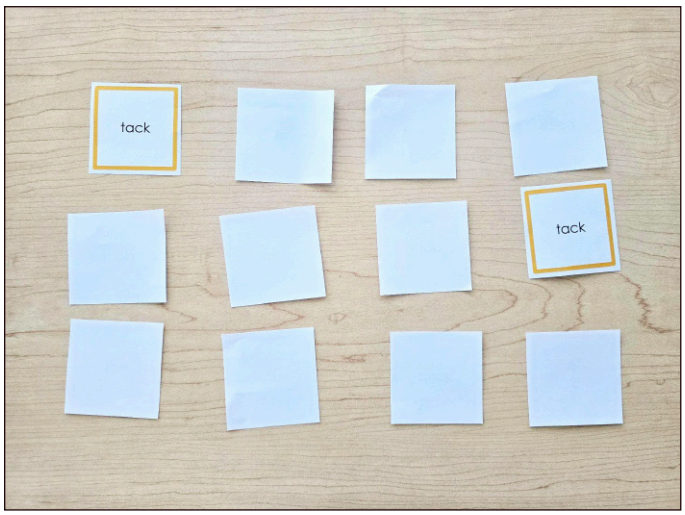
Player 1:

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

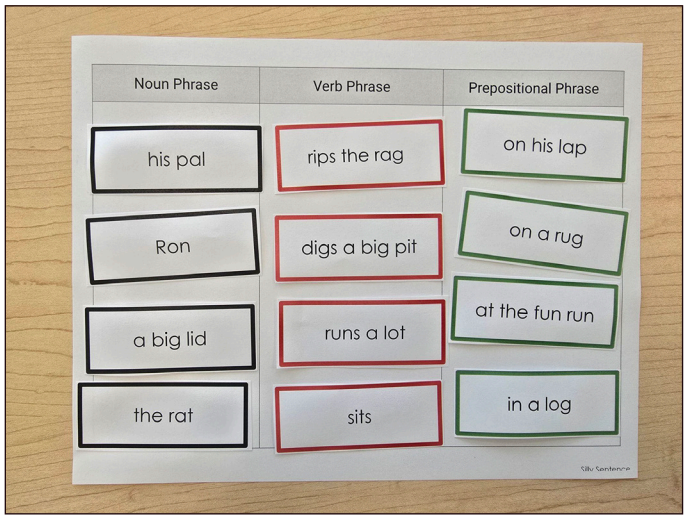
Step 8:
Silly Sentences

SyllaSense Red Series	Grapheme/Phoneme Correspondence	Orthographic Conventions (Patterns and Generalizations)	Morphology	Punctuation/ Text Features	High-Frequency Words and Content Words
Step 8: ● 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: ● Books	- vowel digraph <oo>/o͝o/ (*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: ● Clever Dolphins!	- consonant digraph <ph>/f/ (*photo*)	- consonant-le syllables	- n/a	- n/a	- *some* - *whistle*

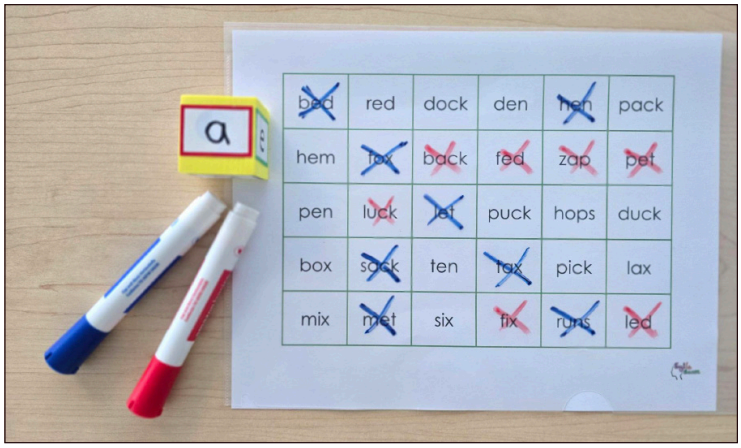
Note: Before beginning, create a custom dice by placing a sticky label on all 6 sides of a dice. On 5 of the sides, print the following concepts: <oo>, <ow>, <oy>, <oi>, <ph>. On the 6th side, draw a star.

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