Yellow Series Games and Activities



Step 1:
Dinosaurs and Volcanoes

SyllaSense Yellow Series	Grapheme/Phoneme Correspondence	Orthographic Conventions (Patterns and Generalizations)	Morphology	Punctuation/Text Features	High-Frequency Words and Content Words
Step 1: ○ Cat Nap □ Nat Sat ▭ DECK-odables 1-30	- <a>/ă/$_2$ (*cat*), <o>/ŏ/ (*on*) - <c>/k/, <d>/d/, <g>/g/, <h>/h/, <m>/m/, <n>/n/, <p>/p/, <s>/s/, <t>/t/	- concept of *vowel* and *consonant* - short vowel phonemes in closed syllables	- n/a	- concept of *phrase* and *sentence* - period at end of complete sentence - exclamation mark - capitalization of proper nouns	- *a* (<a> typically pronounced as a schwa)

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.

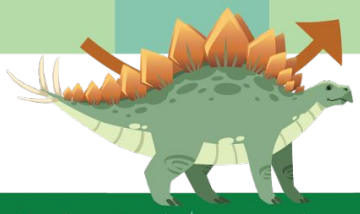
3. If students land on a square with an arrow directing them forward or backward on the board, they need to move their token to the indicated square, and read the word written there.

DINOSAURS AND VOLCANOES



Sylla Sense

Start	sod	hot	dog	am	tap	sat	nap	had
								can
hop	hog	pan	sap	at	pot		nod	cot
on								
dot	ham	tan	dad		cat	sat	mop	mad
								pod
pat	hat	not	map	man	cap	sad	got	mat
gap								
pad		got	pop	ham	cat	top	nap	**End**

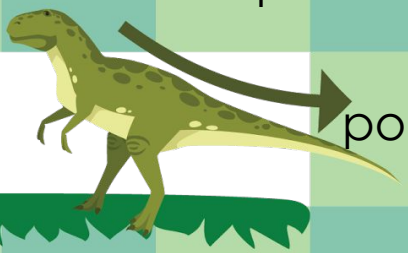


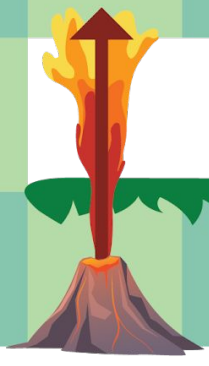


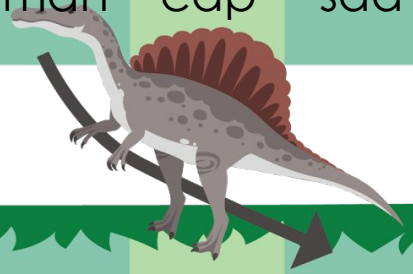












Step 2:
Bingo

SyllaSense Yellow Series	Grapheme/Phoneme Correspondence	Orthographic Conventions (Patterns and Generalizations)	Morphology	Punctuation/Text Features	High-Frequency Words and Content Words
Step 2: ○ Pig Pit □ A Big Bug! ▭ DECK-odables 31-60	- <i>/ĭ/ (*sit*), <u>/ŭ/ (*fun*) - <b>/b/, <f>/f/, <s>/z/	- n/a	- n/a	- comma	- 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

big	fun	bin	fin
bug	sun	mug	fig
has	hut	is	bun
fan	bus	nab	his

BINGO

bug	is	nab	has
fan	mug	bin	fin
his	bus	hut	sun
big	fig	fun	bun

BINGO

bin	hut	bun	mug
has	fig	is	fin
fan	fun	nab	bus
his	big	sun	bug

fan	has	big	sun
bun	bug	fun	fin
mug	hut	bus	nab
his	is	fig	bin

Step 3:
Headbands

SyllaSense Yellow Series	Grapheme/Phoneme Correspondence	Orthographic Conventions (Patterns and Generalizations)	Morphology	Punctuation/Text Features	High-Frequency Words and Content Words
Step 3: ○ The Dip □ In the Bin DECK-odables 61-80	- n/a	- n/a	- n/a	- n/a	- *and* (<nd> is the only consonant cluster in the Yellow Series,and is only used in *and*) - *the* (<e> typically pronounced as a schwa)

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.

can	hug
dip	bin
nut	sit
tap	hot

the big hat	on the cot
Sam and Dan	in the hot sun
dug a pit	in the bin
had fun	a cat and a pig

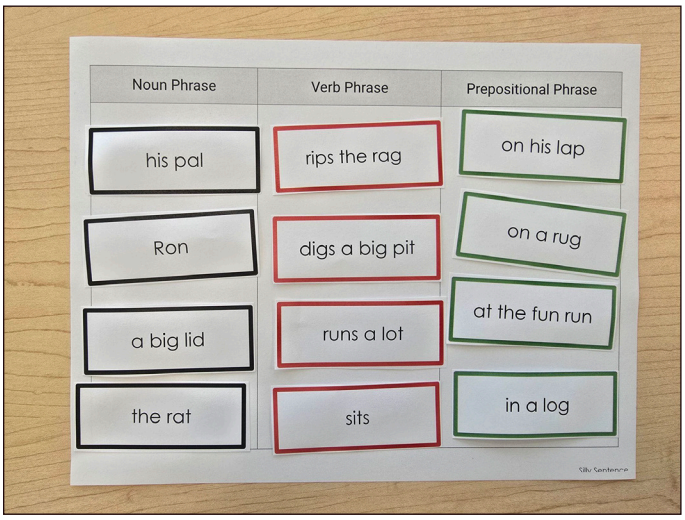
Step 4:
Silly Sentences

SyllaSense Yellow Series	Grapheme/Phoneme Correspondence	Orthographic Conventions (Patterns and Generalizations)	Morphology	Punctuation/Text Features	High-Frequency Words and Content Words
Step 4: On the Rug The Pup DECK-odables 81-95	- <l>/l/, <r>/r/	- concept of *liquid consonant*	- suffix <-s> (both [s] and [z]) as third person, singular, present tense verb - concept of *base* and *suffix*	- 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 <u>sits</u> on a log* can be orally adjusted to *Jack and his dog <u>sit</u> 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

Ron	runs a lot	at the fun run
his pal	sits	on his lap
a big lid	digs a big pit	in a log
the rat	rips the rag	on a rug

Step 5:
Slides and Ladders

SyllaSense Yellow Series	Grapheme/Phoneme Correspondence	Orthographic Conventions (Patterns and Generalizations)	Morphology	Punctuation/Text Features	High-Frequency Words and Content Words
Step 5: ○ The Hot Dock □ Huck ▯ DECK-odables 96-105	- <z>/z/ - consonant digraphs <ck>/k/ and <ff>/f/	- concept of *consonant digraph* - use <ck> for /k/ at the end of a base after a single (short) vowel	- 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:

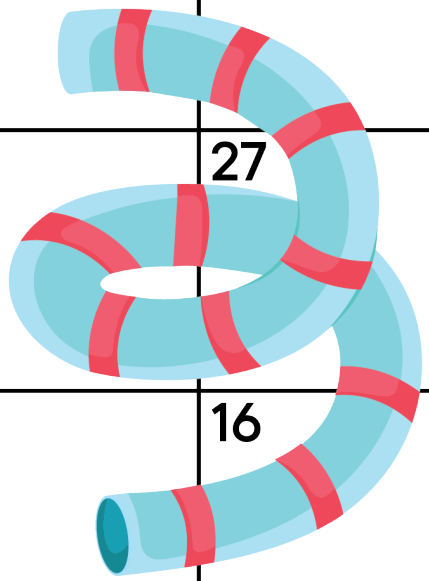
1. Place all cards face down on a table.
2. Player 1 takes a card and reads the word to Player 2.
3. Player 2 must spell the word correctly before rolling the dice and moving on the gameboard.

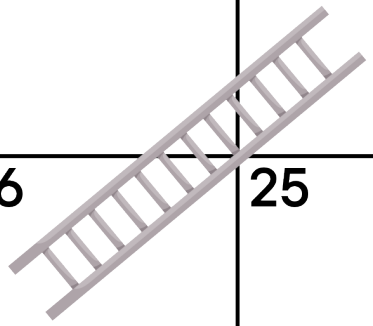
Note: the focus for this game is to understand that you use <ck> for /k/ at the end of a base after a single (short) vowel.

SLIDES AND LADDERS

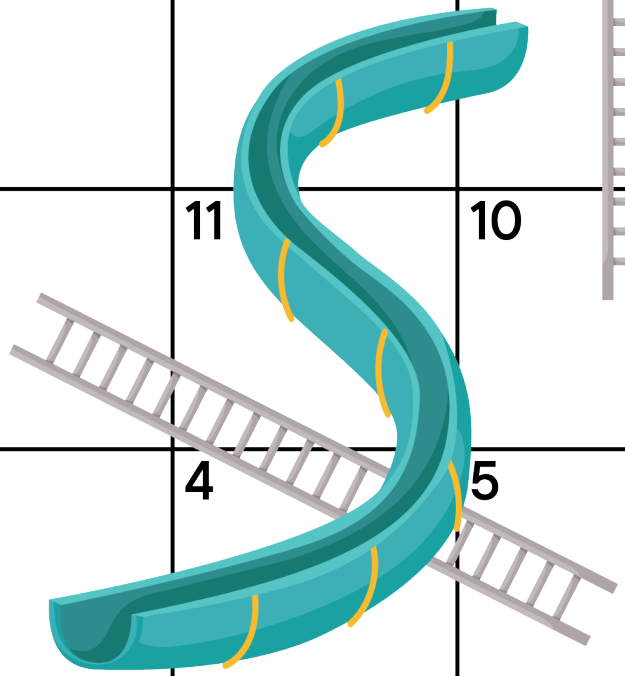
Sylla Sense

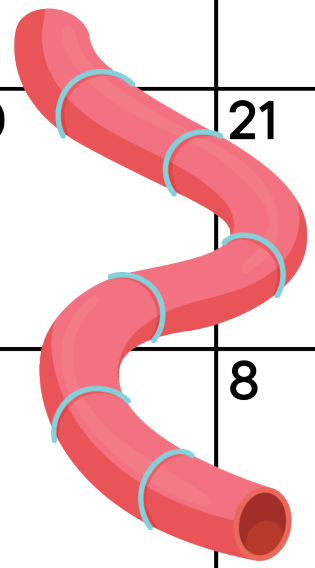
29	30	31	32	33	34	35 END
28	27	26	25	24	23	22
15	16	17	18	19	20	21
14	13	12	11	10	9	8
1 START	2	3	4	5	6	7











lick	tack
luck	lock
sick	back
muck	sock
pick	pack

duck	dock
tick	rack
puck	rock
hack	tuck

Step 6:
Five in a Row

SyllaSense Yellow Series	Grapheme/Phoneme Correspondence	Orthographic Conventions (Patterns and Generalizations)	Morphology	Punctuation/Text Features	High-Frequency Words and Content Words
Step 6: ○ In Bed □ In the Bag DECK-odables 106-115	- <e>/ĕ/ (*bed*) - <x>/ks/	- n/a	- n/a	- n/a	- n/a

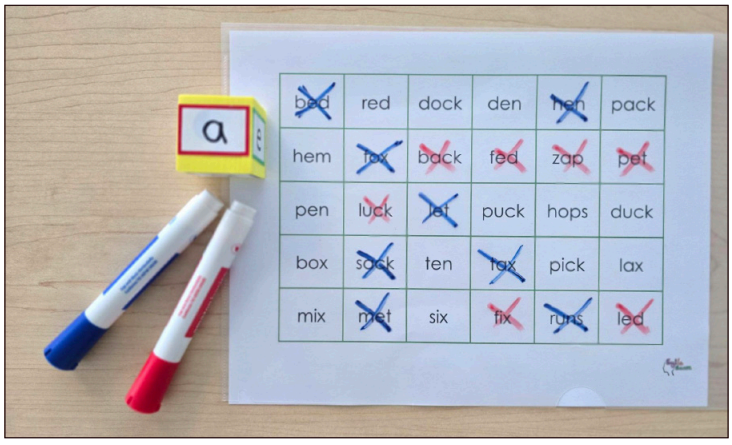
Note: Before beginning, create a vowel dice by placing a sticky label on all 6 sides of a dice. On 5 of the sides, print a lowercase vowel. On the 6th side, draw a star.

1. Player 1 rolls the dice, and looks at the vowel 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 <a>, they can put a mark on the word *back*).

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 example below.



bed	red	dock	den	hen
hem	fox	back	fed	zap
pen	luck	let	puck	hops
box	sack	ten	tax	pick
mix	met	six	fix	runs

Step 7:
Concentration

SyllaSense Yellow Series	Grapheme/Phoneme Correspondence	Orthographic Conventions (Patterns and Generalizations)	Morphology	Punctuation/Text Features	High-Frequency Words and Content Words
Step 7: ○ Pets □ Kick! DECK-odables 116-130	- <k>/k/, <v>/v/	- n/a	- suffix <-s> (both [s] and [z]) as plural	- n/a	- *to*

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

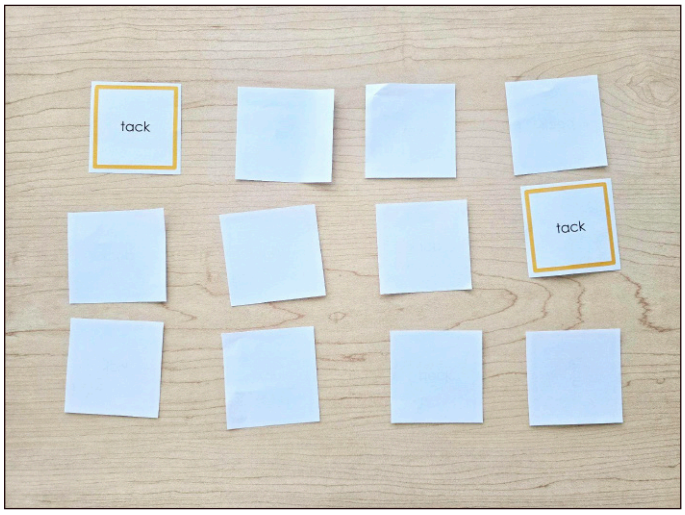
Player 1:

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.



vet	vet	van
dock	peck	peck
kick	dock	van
kick	kids	kids

Step 8:
Space Race

SyllaSense Yellow Series	Grapheme/Phoneme Correspondence	Orthographic Conventions (Patterns and Generalizations)	Morphology	Punctuation/Text Features	High-Frequency Words and Content Words
Step 8: ○ Fun in the Mud! □ Mud! DECK-odables 131-140	- <j>/j/, <w>/w/ - consonant digraphs <ll>/l/, <ss>/s/, and <zz>/z/	- BOMP (Buzz Off Miss Pill) — double <z>, <f>, <s>, and <l> at the end of a base after a single (short) vowel	- n/a	- n/a	- n/a

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 understand that you double the final <z>, <f>, <l>, and <s> at the end of a base after a single (short) vowel.

Space Race

Sylla Sense



Start









End





back to start



take a second turn

mass	less
miss	toss
fuss	off
tell	fill
doll	buzz

jazz	mess
kiss	loss
fell	bill
puff	well
hill	fizz

Step 9:
Missing Vowel

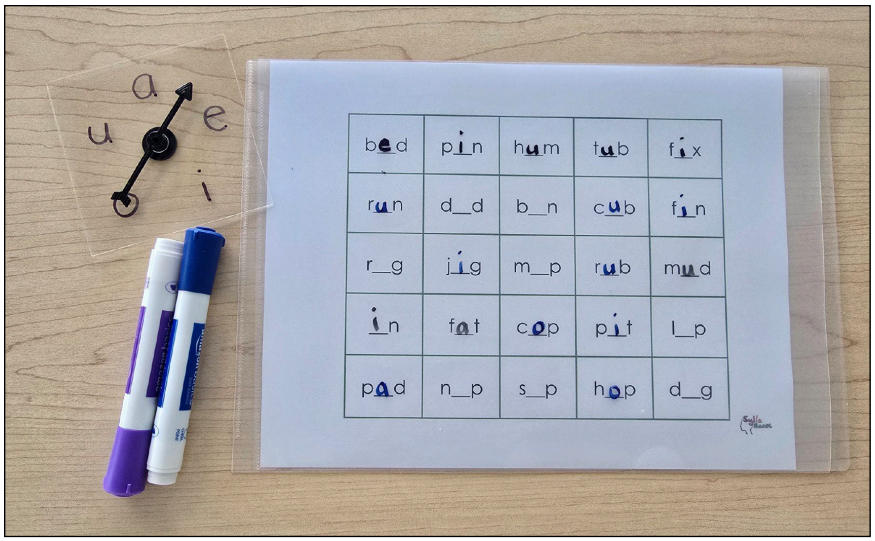
SyllaSense Yellow Series	Grapheme/Phoneme Correspondence	Orthographic Conventions (Patterns and Generalizations)	Morphology	Punctuation/Text Features	High-Frequency Words and Content Words
Step 9: ○ Run! □ Fox in the Sun DECK-odables 141-145	- <y>/y/ (*yes*)	- n/a	- n/a	- question mark	- n/a

1. Player 1 spins the spinner, and looks at the vowel that is closest to the 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_p" into "map" 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.



y__s	p__n	h__m	t__b
r__n	y__t	b__n	b__zz
r__g	j__g	m__p	r__b
__ff	f__t	y__ll	p__t
p__d	n__p	s__p	h__p
f__x	f__n	m__ss	l__p

Step 10:
Space Race

SyllaSense Yellow Series	Grapheme/Phoneme Correspondence	Orthographic Conventions (Patterns and Generalizations)	Morphology	Punctuation/Text Features	High-Frequency Words and Content Words
Step 10: ○ Max □ Kit, the Cat ▭ DECK-odables 146-150	- 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.

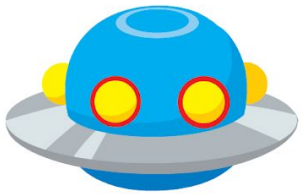
In order to support students with this, you can use a popper. Have students “pop” down a circle for each sound they hear, then name the corresponding letters.



Word list for this game:

vet, pins, fan, doll, ten, sock, dog, pot, mop, net, lock, web, cat, nut, six, pig, box, bed, fox, sun

Space Race

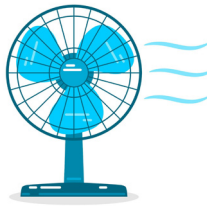




Start









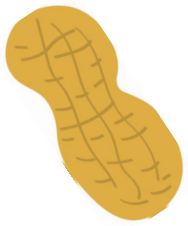
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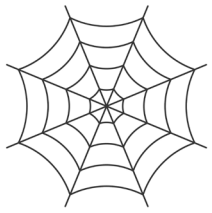






















6















End

