

ACTIVITIES for LEVEL 2.0-3.9

LEVEL: 2.0 – 3.9

STANDARD: 8

BENCHMARK: 8.1

TITLE: Words with the *uh* Sound

MATERIALS: Chalkboard and chalk or dry erase board and markers, paper, pencils, pens

ACTIVITY: Explain that the schwa sound occurs when a vowel is slurred in pronunciation between consonants. This is a difficult sound to discriminate; it sounds like *uh* and is usually in the unaccented syllable. Give students a list of words with the *uh* sound: pencil, lentil, giant, dozen, cousin, mental, pliant, client, rental, etc.

Ask the students to notice the *uh* sound when reading, but it is not necessary, at this point, for the students to achieve mastery of this sound.

The following game may help students identify which words have the schwa (*uh*) sound: The first student says any word with the *uh* sound.

Example: pencil

The next student spells that word, with help from her classmates, if needed. Write the word on the board.

The next student says a word that begins with the final letter of the word. Ask if the word has the *uh* sound. Example: love

The following student spells that word. Write the word on the board.

Repeat the above process.

A printed word bank will help students make choices and can limit words to short ones already encountered.

Benchmark: 2.2, 2.3, 8.1

LEVEL: 0.0 –1.9, 2.0 – 3.9

STANDARD: 2, 8

BENCHMARK: 2.2, 2.3, 8.1

TITLE: R-Controlled Words: Robber *R*

MATERIALS: Paper, pencils, pens

ACTIVITY: Tell the student that *r* is a robber. It will not let the vowel sound in front of it alone.

It makes the vowel say the *r* sound, too.

Examples: car, fur, dirt, her, or

LEVEL: 0.0 – 1.9, 2.0 – 3.9

STANDARD: 2, 8

BENCHMARK: 2.3, 8.1

TITLE: Silent *E*

MATERIALS: Paper, pencils, pens

ACTIVITY: Vowel-consonant-marker (silent *e*) words can be understood by beginning with common sight words, such as *like*, *love*, *come*.

Point out that we do not hear the *e*.

Write these words and ask the student to slash through (cancel) the *e* sound as he reads the word.

Emphasize that the final *e* is usually not voiced.

Demonstrate that frequently in words with silent *e*, the previous vowel is long, but do not emphasize this. There are too many exceptions.

Benchmark: 2.2, 2.3, 8.1, 8.2, 8.3, 8.5

LEVEL: 0.0 – 1.9, 2.0 – 3.9

STANDARD: 2, 8

BENCHMARK: 2.2, 2.3, 8.1, 8.2, 8.3, 8.5

TITLE: Anagrams

MATERIALS: Paper, small pieces of wood or cardboard, pencils, pens

ACTIVITY: Use a commercially produced Anagrams game or obtain small pieces of wood, cardboard, or paper to make tiles, each with *one* letter of the alphabet printed on it. There should be about ten tiles for each vowel and 5-10 for each consonant.

Place the vowel tiles in one pile, face down on the table; place the consonant tiles face down in another pile.

The first student takes one tile from each pile, puts them face up, side by side and pronounces them.

The next student does the same, adding new tiles to those already face up, and pronouncing the new tile sounds, as well as the old ones.

Students keep adding to the nonsense words being produced.

Anagram tiles can also be used to create words in various categories: example, make *fate* out of *fat* by adding silent *e*.

(Adapted from Kennedy & Sarkisian, 1979, p. 62)

Benchmark: 8.1,8.2, 8.3, 8.4, 8.5, 8.6

LEVEL: 2.0 – 3.9

STANDARD: 8

BENCHMARK: 8.1,8.2, 8.3, 8.4, 8.5, 8.6

TITLE: Crossword Puzzles

MATERIALS: Paper, pencils, pens

ACTIVITY: There are many different uses for crossword puzzles. Puzzles can be designed to teach a specific reading skill or to review several skills.

There are also crossword puzzles for beginning readers available in book form.

On the Internet, there are many websites where you may create your own puzzles, such as www.puzzlemaker.com

Benchmark: 8.1, 8.2, 8.3, 8.5

LEVEL: 2.0 – 3.9

STANDARD: 8

BENCHMARK: 8.1, 8.2, 8.3, 8.5

TITLE: Consonant-Vowel-Consonant Words

MATERIALS: Poster board or index cards, pens, scissors

ACTIVITY: Consonant-vowel-consonant (CVC) words must rely on the consonant sound because of the variance in short vowel voicing.

A pattern list of each vowel on a 1" x 6" strip of poster board or index card can help. Make one of these for each vowel demonstrating the variety of short sounds, including common diphthongs.

Short *a* hat can
Short *o* hot fog
Short *e* pet beg
Short *i* did his
Short *u* cup put

(Adapted from Kennedy & Sarkisian, p. 92)

Benchmark: 8.1, 8.2, 8.3, 8.5, 8.6

LEVEL: 2.0 – 3.9

STANDARD: 8

BENCHMARK: 8.1, 8.2, 8.3, 8.5, 8.6

TITLE: Sound Bingo

MATERIALS: Poster board, index cards, pens, bingo chips or construction paper, scissors

ACTIVITY: This is one of a variety of Bingo games, which can be used to practice skills, such as vowels, consonants, digraphs, blends, long and short vowel sounds, and vowel combinations.

This activity is for recognizing final sounds. Create a bingo card for each student with words on it instead of numbers. All cards may have the same words, but the words should be placed in different squares on each card.

Write practice words on small index card pieces and place, face down, in a box or other container. Some practice words may be similar, but have different final sounds, such as sign, signs, sigh, sight, etc.

Give each student a bingo card and chips. Bingo chips may be created from construction paper.

Students take turns drawing a word from the box and announcing it. If a student has the word on her card, she places a chip over the word. Play until all practice words are used.

Alternative: Students may make their own Bingo cards and words, practicing writing and spelling, as well as reading and listening.

(Adapted from Kennedy & Sarkisian, 1979, p. 63)

LEVEL: 2.0 – 3.9

STANDARD: 8

BENCHMARK: 8.1, 8.5, 8.8

TITLE: Root Words

MATERIALS: Chalkboard and chalk or dry erase board and markers, newspaper, notebook, pencils, pens

ACTIVITY: Point out the similarity in sound of the long *i* and short *y*. Ask the student to find a word ending in *i* in a newspaper. (Note that such words are extremely rare and usually in a language other than English or in proper names.)

Make a list of words that end in *y* using student suggestions.

For example: happy, beauty, silly, busy, etc.

Point out that these are root words, and are words on which other words are built.

Ask the student to suggest new words that come from the root words. Write the new words on the board directly beneath the root word.

Examples: happy - happiness
beauty - beautiful
silly - silliness
busy – business

Point out the change from *y* to *i* in the new words and emphasize the shortened sound.

Ask the student to begin a list of words ending in *y* in his notebook.

LEVEL: 2.0 – 3.9

STANDARD: 8

BENCHMARK: 8.2

TITLE: Digraph Matching Game

MATERIALS: Index cards, pictures, magazines, glue, pens, marker

ACTIVITY: Print one blend per index card.
Use the blends below:

sw	sm	sl	cl	st
br	sp	pl	bl	tr
sn	gr	fl	gl	fr

Glue pictures of objects whose names begin with each blend on other index cards.

Ask the student to identify the picture and then pick out the blend card that matches.

LEVEL: 2.0 – 3.9

STANDARD: 8

BENCHMARK: 8.2

TITLE: Consonant Blends

MATERIALS: Chalkboard and chalk or dry erase board and marker, paper, pencils, pens

ACTIVITY: Give examples of the blend, such as *bl*.

Ask each student in turn think of a word with that blend.

Write the words on the board.

Alternative: Ask students to write as many words as they can think of using the blend. Set a time limit of about two minutes. Then ask the students to read their words in turn.

LEVEL: 0.0 – 1.9, 2.0 – 3.9

STANDARD: 2, 8

BENCHMARK: 2.2, 8.2

TITLE: The *Kn* and *Wr*

MATERIALS: Paper, pencils, pens

ACTIVITY: Point out that over the centuries all languages change. Discuss how we sometimes shorten names to nicknames, how we sometimes look for an easier way to say a difficult word. For example, a baby learns to say *Mama*, not *Mother*. Sometimes combinations of sounds in words from long ago were found to be difficult to say, so to make things easier, we made the sounds more manageable but kept the old spellings.

Say the *k* and *n* sounds in isolation.

Ask the student to pronounce those sounds one after another. Discuss how difficult that is to do smoothly and explain that for that reason, we no longer pronounce the *k* in that combination.

Start with the word *knee*. Slash through the *k* and pronounce the word for the student. Then let the student say the word. Use three more words (examples: *know*, *knew*, *kneel*) in the same way. Let the student dictate a sentence using each word. You write the sentence and ask the student to read it.

The same process can be used with *wr*. Words to use include: *write*, *wrong*, *wreck*, *wring*.

LEVEL: 2.0 – 3.9

STANDARD: 8

BENCHMARK: 8.2, 8.3

TITLE: Digraph Flash Cards

MATERIALS: Index cards, pictures, paste, paper, pens

ACTIVITY: Make two sets of cards: one card with the digraph and a word that begins with the digraph and the other card with a picture.

Example: One card has *ch* and *chair*.
The matching card has a picture of a chair.

Introduce the sound and the word on each card.

Then pronounce other digraph words and have the student point to the card that stands for the sound he hears at the beginning of each word.

Example: Pronounce *chimney*.
The student points to the *ch* card.

As the student progresses, use cards with only the digraph and dispense with the picture cards.

LEVEL: 2.0 – 3.9

STANDARD: 8

BENCHMARK: 8.2, 8.3

TITLE: Wh, Sh, Ch and Th Game

MATERIALS: Poster board, index cards, pictures, glue or tape, pens, one of a pair of dice, place markers

ACTIVITY: This activity is designed to teach the *wh*, *sh*, *ch*, and *th* sounds. It may be adapted to teach other sounds.

Design a game board with a path of squares. Mark the first square with *START* and the last square with *FINISH*. Half the squares should be blank and half should say, *Pick a Card*.

Make a set of index cards using the *wh*, *sh*, *ch*, and *th* sounds: Glue or tape a picture of an object on one side of the card, such as a shoe. On the reverse side of the card, print oe.

Other examples: eel (picture of a wheel)
 ale (whale)
 eep (sheep)
 in (chin), etc.

Place the cards in a stack beside the game board. The student rolls the dice and moves her place marker on the board. If she lands on a *Pick a Card* square, she picks up the top card from the stack. She names the object on the card and spells the word. The card may be placed on the bottom of the stack or put in a discard pile.

Continue game until all students reach *FINISH*.

(Adapted from Kennedy & Sarkisian, 1979, p. 91)

LEVEL: 2.0 – 3.9

STANDARD: 8

BENCHMARK: 8.3

TITLE: *Ck* Words

MATERIALS: Paper, pencils, pens

ACTIVITY: Provide a list of *ck* words. Examples: pick, peck, lock, hack, mock, socks, deck, back, dock, knock, tick, tock, clock, flock, rock, wick, lick, luck, etc.

Read the words aloud and ask the students to discuss their meanings.

Provide sentences with blanks.

Example: Jane _____s some flowers.

The chickens were _____ ing at the grain.

He saw that his _____ did not match.

She heard a _____ at the door.

Ask students to find the correct word and fill in the blank.

LEVEL: 2.0 – 3.9

STANDARD: 8

BENCHMARK: 8.3

TITLE: Digraph Game

MATERIALS: Chalkboard and chalk or dry erase board and marker, paper, pencils, pens

ACTIVITY: Give examples of the consonant digraph (*ph*, *ck*, etc).

Ask each student in turn to think of a word with that digraph.

Write the words on the board.

Go around the class several times until many digraphic words have been identified.

Alternative: Ask students to write as many words as they can think of using the digraph. Set a time limit of about two minutes. Then ask the students to read their words in turn.

LEVEL: 2.0 – 3.9

STANDARD: 8, 10

BENCHMARK: 8.4, 8.8, 10.1

TITLE: Break it Down

MATERIALS: Spiral notebook, index cards, pencils, pens

ACTIVITY: If a student encounters an unrecognizable word, ask her if there are any groups of letters that she recognizes. Ask her to isolate those letters with two index cards.

Then build on sound recognition around the recognizable part.

Begin this process with compound words, then with affixes.

Use context clues.

Once the student pronounces the word, ask her to copy it to a new word list in her notebook.

LEVEL: 2.0 – 3.9

STANDARD: 8

BENCHMARK: 8.5, 8.6

TITLE: Double Vowels

MATERIALS: Paper, pencils, pens

ACTIVITY: Make a list of *ee* words (*see, knee, green, seen*).

Underline the *ee*, explaining that it says its own name once, not twice.

Provide the student with several sentences containing *ee* words.

Ask the student to read these sentences silently, asking for help on any word not recognized.

Then ask him to read the sentences aloud.

LEVEL: 2.0 – 3.9

STANDARD: 8

BENCHMARK: 8.6

TITLE: Double O

MATERIALS: Notebook or paper, pencils, pens

ACTIVITY: Build a double o word family: look, book, nook, took, etc.

Ask the student to add these words to her word list.

LEVEL: 2.0 – 3.9

STANDARD: 8

BENCHMARK: 8.6

TITLE: Oy Words

MATERIALS: Paper, pencils, pens

ACTIVITY: Provide cloze sentences (sentences in which one word is missing) and ask the student to fill in blanks with words from the word bank.

Word Bank of oy words:

boy royal

toy joy

soy Roy

Discuss the word bank with the student. Ask her to tell you what the words mean.

The little _____ looked just like her father.

When she won the lotto, she was filled with _____.

Prince Charles is a member of the British _____ family.

I gave my baby a cute little _____ for her birthday.

I like to put _____ sauce on my Chinese food.

A favorite western movie star was _____ Rogers.

LEVEL: 2.0 – 3.9

STANDARD: 8

BENCHMARK: 8.6

TITLE: *Oi* Words

MATERIALS: Paper, pencils, pens

ACTIVITY: Provide a few sentences with *oi* words and ask students to circle the words they find. Then ask students to make a list of the words.

Provide a word bank of *oi* words.

boil	spoil
noise	soil
foil	coil

Go over the word bank with the students and discuss the words and their definitions.

Provide cloze sentences (sentences in which a word is missing). Ask students to fill in the blanks.

As the kettle began to _____, it made a hissing noise.

The cowboy had a _____ or rope in his hand.

Use some aluminum _____ to cover the cake.

Put the milk in the refrigerator or it might_____.

The thunder made a frightening _____.

Mary planted the seeds in the _____.

Only a few sentences should be done at one time.

LEVEL: 2.0 – 3.9
STANDARD: 8
BENCHMARK: 8.6
TITLE: The Ow Diphthong
MATERIALS: Paper, pencils, pens
ACTIVITY: Provide a word bank of words containing the ow diphthong:

cow now
allow vows
bow wow
how

Provide a cloze activity: provide sentences with blanks. Ask students to fill in the blanks.

The brown and white _____ was eating grass.

Will your supervisor _____ you to take a day off work?

The singer gave a _____ to the audience when they clapped.

Would you like to go to the store _____?

The couple exchanged their wedding _____.

Everyone said _____ when the firecrackers went off.

LEVEL: 2.0 – 3.9

STANDARD: 8

BENCHMARK: 8.6

TITLE: Aw Sound as Circumflex O

MATERIALS: Paper, pencils, pens

ACTIVITY: Provide a word bank of words containing the sound of circumflex O, where *aw* sounds like the sound in *jaw*:

awful	draw
lawful	jaw
crawl	paw
claw	raw
saw	

Provide cloze sentences (sentences in which one word is left out) for the students. Ask them to fill in the blanks using the word bank.

Yesterday Alice _____ a beautiful sunset.

Tom has a headache. He feels _____.

Jane never committed a crime. She is a _____ person.

The baby was learning to _____.

That crab has a big _____.

Michelle is a good artist. She likes to _____.

The puppy was limping. He had a sore _____.

LEVEL: 2.0 – 3.9

STANDARD: 8

BENCHMARK: 8.7, 8.8

TITLE: Making Compound Words

MATERIALS: Paper, pencils, pens

ACTIVITY: Explain that compound words are formed by combining two words.

Ask the student to read some words that may be made into compound words. Then ask the student to add a second word to make a compound word.

Examples: air ____
bath ____
some ____

LEVEL: 2.0 – 3.9

STANDARD: 8

BENCHMARK: 8.7, 8.8

TITLE: Compound Words as Sight Words

MATERIALS: Chalkboard and chalk or dry erase board and markers

ACTIVITY: Compound words are often taught as sight words. Explain that some words are formed by combining two words.

Demonstrate some examples on the board.

Explain that compound words are often accented on the first syllable.

With students make a list of some compound words taken from reading material; write the words on the board and review them.

Examples: playpen
lampshade
schoolyard

Benchmark: 8.7, 8.8, 8.9, 8.10, 8.11

LEVEL: 2.0 – 3.9

STANDARD: 8

BENCHMARK: 8.7, 8.8, 8.9, 8.10, 8.11

TITLE: Word Categories

MATERIALS: Index cards, paper, pencils, pens

ACTIVITY: Make index cards for compound words, words with prefixes, words with suffixes and contractions.

Shuffle cards together or use each set separately.

Ask students to draw a card from the stack, pronounce the word, identify the word category (compound word, word with prefix, etc.), identify the root word and make a sentence using the word on the card.

Continue until all card have been used.

(Adapted from Kennedy & Sarkisian, 1979, p. 28)

LEVEL: 2.0 – 3.9

STANDARD: 8

BENCHMARK: 8.8, 8.9, 8.10

TITLE: Prefixes, Base Words and Suffixes

MATERIALS: Thirty-six index cards, pens, colored markers

ACTIVITY: Students make words by combining prefixes, base words and suffixes, manipulating parts of words.

Provide three piles of cards —12 cards in each pile. Print a different prefix on each card in pile #1. Print a different base word on each card in pile #2. Print a different suffix on each card in pile #3. Use different color markers for different piles.

Example: Pile #1 — Prefixes: extra-, pre-, dis-, de-, super-, un-, anti-, over-, under-, inter-, re-

Example: Pile #2 — Base Words: treat, freeze, tie, bake, act, view, pay, help, employ, agree, manage

Example: Pile #3 — Suffixes: -able, -ly, -s, -ed, -live, -less, -ing, -ment, -er, -tion, -ful, -or

Teach students the meanings of all prefixes, suffixes, and base words.

Place the pile of base words face down on the table. To the left, place the pile of prefixes face up in a row. To the right, place the pile of suffixes, also face up in a row. The first student picks up a base word, reads it aloud, and places it face up on the table. She then makes all the words she can by placing the appropriate prefix and suffix cards next to the base word, reading them aloud. Remind students when a base word ends in *e* to cover the *e*.

(Adapted from Kennedy and Sarkisian, 1979, p.88)

LEVEL: 2.0 – 3.9

STANDARD: 8

BENCHMARK: 8.8, 8.10

TITLE: Double Dealing with Suffixes

MATERIALS: Forty-eight index cards, paper, pencils, pens, markers

ACTIVITY: Provide three piles of cards. Print sixteen simple base words on one pile. Include some that require doubling the final consonant when a suffix is added. Examples: ship, swim, sing, land, wind, flat, fit, run, big, sun, red, mad. Print sixteen suffixes on cards in the second pile. Examples: -est, -iest, -ness, -ing, -er, -ly, -en. On the third pile of cards, print the final letter of each of the base words. Examples: t, d, m, g, n, p.

Put the final letter cards face up so all are showing. Put the base word cards and suffix cards face down in piles.

Students take turns drawing cards from each pile to create words. Example: the student turns over top cards in the two face down piles and picks up *swim* plus *ness*. The student decides if he can make a word. If not, he puts the suffix card on the bottom of the suffix pile, face down, and chooses another suffix card. The student continues until he finds a correct suffix. The student then decides if he needs an extra consonant (from the final letters cards). In this case, the student will need an *m* card when he finds a suffix to match *swim*.

When he makes a correct choice, the play passes to the next student. Encourage students to help each other solve the problem.

Continue until all base word cards are used.

(Adapted from Kennedy & Sarkisian, 1979, p. 90)

LEVEL: 2.0 – 3.9

STANDARD: 8

BENCHMARK: 8.8, 8.10

TITLE: *Ful*

MATERIALS: Chalkboard and chalk or dry erase board and marker, paper, pencils, pens

ACTIVITY: Discuss how English adapts over time (words shorten and spellings change). Explain that *-ful* and *full* have the same meaning. Give the example, *full of beauty = beaut-i-ful*.

Elicit examples from the student and list on the board.

Ask the student to add words with this suffix to her word list.

LEVEL: 2.0 – 3.9

STANDARD: 8

BENCHMARK: 8.8, 8.10

TITLE: Root Words and Suffixes

MATERIALS: Paper, pencils, pens

ACTIVITY: Give the student examples of base words ending with *e* and the same base words with *ing* added.

Point out that we drop the *e* when we add *ing*.

Ask the student to practice writing *-ing* words. Alternately, present him with words ending in *-ing* and ask him to write the base word.

Examples:

make	making
stride	striding
chide	chiding

LEVEL: 2.0 – 3.9

STANDARD: 8

BENCHMARK: 8.10

TITLE: Suffix Writing

MATERIALS: Paper, pencils, pens

ACTIVITY: Give the student examples of silent e words.

Explain that when a base word ends in a silent e, drop the e before adding a suffix that begins with a vowel.

Go over examples and ask the student to write suffixes for the base word. Alternately, present words with suffixes and ask the student to write out the base word. Use suffix *-ed* to start.

Examples: evade evaded
 judge judged
 grope groped

These exercises should be practiced over time without too much repetition.

LEVEL: 2.0 – 3.9

STANDARD: 8

BENCHMARK: 8.10

TITLE: Tips on *-ture* and *-tion*

MATERIALS: Chalkboard and chalk or dry erase board and marker, paper, pencils, pens

ACTIVITY: Explain that *-ture* and *-tion* are unaccented if they are the final syllable.

Ask students to generate *-ture* and *-tion* word lists.

Write the words on the board.

Examples: furniture
station

Review the word lists with students. Ask students to write sentences using the words and read them aloud to the class.

Identify *-ture* and *-tion* words as they appear in the students' language experience stories and other texts.

LEVEL: 2.0 – 3.9

STANDARD: 8

BENCHMARK: 8.11

TITLE: Apostrophe

MATERIALS: Chalkboard and chalk or dry erase board and markers, paper, pencils, pens

ACTIVITY: Describe the apostrophe as a placeholder for letters left out.

Write words to be contracted on the board (cannot, they will, etc.) as part of sentences.

Examples: I will not go to the party.
They will go to the store.

Ask the student to read a sentence. Then ask her to repeat it without looking at it. (The student will probably vocalize the contraction.) Point out that often in speech and sometimes in writing, we leave out certain letters. But every time we leave something out, we must put an apostrophe in that place.

Example: *can't*

Then ask the student to make up two or three sentences using the contraction. Help her write these sentences on paper. Ask her to read the completed sentences aloud. Repeat reading during the following session.

LEVEL: 2.0 – 3.9

STANDARD: 8

BENCHMARK: 8.11

TITLE: I am or I'm

MATERIALS: Chalkboard and chalk or dry erase board and markers

ACTIVITY: Ask students a series of questions. Encourage students to answer in complete sentences.

Example: “What are you doing this weekend?”

Some responses may begin with, “I’m going to ...”

Write the sentences on the board. Read aloud together.

Then discuss the difference between “I’m going to the store” and “I am going to the store.”

LEVEL: 2.0 – 3.9

STANDARD: 8

BENCHMARK: 8.11

TITLE: Word Contraction Game

MATERIALS: Index cards, pens

ACTIVITY: On one set of cards write two separate words that together can form a contraction. On another set of cards write the contractions to match.

Example: *I am*
I'm

Shuffle the cards and place them face down.

Each student takes a turn flipping over two cards at a time. When the student finds a match, the next student takes a turn.

Continue until all cards are matched.

LEVEL: 2.0 – 3.9

STANDARD: 8

BENCHMARK: 8.11

TITLE: Contraction Match

MATERIALS: Index cards, pens

ACTIVITY: Make two piles of cards: one pile with contractions and the other with the original subject/verb (example: I've, I have).

Mix up each pile.

Students draw a card from each pile and try to get a pair (you've and you have, for example). If the student gets a pair, she lays the cards down and takes another turn.

If the student does not get a pair, she puts one card in the discard pile and tries again. She can try three times before giving the next student a turn.

Play continues until all cards are matched.

LEVEL: 2.0 – 3.9

STANDARD: 8

BENCHMARK: 8.11

TITLE: Fill in the Blank with Contractions

MATERIALS: Stories, pencils, pens

ACTIVITY: Provide a simple story but leave contraction spaces blank.
Provide a word bank of contractions at the bottom of the page.
The student chooses which contractions to put in the spaces.

LEVEL: 2.0 – 3.9

STANDARD: 8

BENCHMARK: 8.11

TITLE: Contractions

MATERIALS: Paper, pencils, pens

ACTIVITY: Provide the student with a teacher-generated list of sentences using forms of *will* with pronouns. Leave a blank line between sentences.

Examples: He will come to school.
She will meet us there.
They will join the rest of the class.
I will go to the party.

Ask the student to strike out the *w* and *i* in *will*, then rewrite the sentence using the apostrophe.

Use this exercise for any contraction: example, you may substitute are (is) or have in this activity.

Benchmark: 9.1, 9.2

LEVEL: 2.0 – 3.9

STANDARD: 9

BENCHMARK: 9.1, 9.2

TITLE: News Clips

MATERIALS: Newspaper

ACTIVITY: Ask the student to read an article of her choice. Give assistance as needed.

Ask the student to summarize her article for the class.

Benchmark: 9.1, 9.2, 10.1, 10.2, 10.3

LEVEL: 2.0 – 3.9

STANDARD: 9, 10

BENCHMARK: 9.1, 9.2, 10.1, 10.2, 10.3

TITLE: An Event of the Day

MATERIALS: Chalkboard and chalk or dry erase board and markers

ACTIVITY: Ask the student to relate an experience she has had that week. Search for the *why*. Write the answer, in a complete sentence on the board.

Repeat exercise with several other students.

Example: I am hungry.
Why? I didn't eat breakfast.
Why? I didn't have any food in the house.
Why? I didn't go grocery shopping.

Put a sentence with blanks on the board:

_____ because _____.

Help the student dictate a logical sentence. Fill in the blanks on the board.

Benchmark: 3.1, 3.2, 4.4, 9.1

LEVEL: 0.0 – 1.9, 2.0 – 3.9

STANDARD: 3, 4, 9

BENCHMARK: 3.1, 3.2, 4.4, 9.1

TITLE: Picture Book

MATERIALS: Magazines, newspapers, poster board or folders, paper, pencils, pens, glue or staples

ACTIVITY: Ask the student to make a book with pictures and words taken from magazines and/or newspapers.

Ask the student to read the book and add to it periodically.

LEVEL: 0.0 – 1.9, 2.0 – 3.9

STANDARD: 3, 9

BENCHMARK: 3.1, 3.2, 9.1

TITLE: Word Bank

MATERIALS: Index cards, file boxes or folders, pencils

ACTIVITY: Students create a personal word bank by using index cards on which they print words taken from their language experience stories and other sources.

Students continually add to the bank with new sight words.

Ask students to alphabetize cards by the first letter of each word.

Students may keep cards in individual file boxes or folders.

For review students may pair up and use the cards as flash cards.

Benchmark: 3.1, 3.2, 9.1

LEVEL: 0.0 – 1.9, 2.0 – 3.9

STANDARD: 3, 9

BENCHMARK: 3.1, 3.2, 9.1

TITLE: Word Tic Tac Toe

MATERIALS: Paper, pencils, pens

ACTIVITY: Ask a pair of students to play Tic Tac Toe.

Each student chooses a word he wants to practice.

Instead of writing *X* or *O* in the square, the student writes his practice word for each turn.

LEVEL: 0.0 – 1.9, 3.0 – 3.9

STANDARD: 3, 9

BENCHMARK: 3.1, 3.2, 9.1

TITLE: Word Checkers

MATERIALS: Checkerboard, index cards, pens, black and red markers

ACTIVITY: Cut 24 squares from index cards to fit the checkerboard.

Ask each player to select 12 practice words.

Write each practice word on an index card square.

Ask students to use black or red markers to color the edges of their 12 practice word squares.

Students play checkers in the traditional way, but say the practice word before moving to a new square.

LEVEL: 0.0 – 1.9, 2.0 – 3.9

STANDARD: 3, 9

BENCHMARK: 3.1, 3.2, 9.1

TITLE: Sight Word Board Game

MATERIALS: Poster board, one of a pair of dice, playing pieces, index cards, paper, pencils, pens, markers

ACTIVITY: Create a game board with poster board. Draw a trail of squares on the board. Leave some squares blank, mark others with a star, and write *Start* on the first square and *Finish* on the last square.

Print sight/vocabulary words on index cards. Turn these cards face down in a stack beside the playing board.

Students take turns rolling dice and counting with a playing piece to move along the game trail. When a student comes to a starred square, she takes the top word card from the stack. If the student recognizes the sight word, she reads it and gives a definition.

If a student does not recognize the word, give hints.

The game is over when all students have reached the finish line. Encourage students to help each other toward this goal.

(Adapted from Kennedy & Sarkisian, 1979, p. 16)

LEVEL: 0.0 – 1.9, 2.0 – 3.9

STANDARD: 3, 9

BENCHMARK: 3.1, 3.2, 9.1

TITLE: Vocabulary Go Fish

MATERIALS: 50 index cards, magazines or newspapers, scissors, glue, markers, pens

ACTIVITY: Draw or cut and paste pictures on 25 index cards. Print matching vocabulary words on the other 25 cards.

Shuffle the cards. Deal six cards to each student. Two or more students may play.

The rest of the cards go in the *Go Fish!* pile. Students check for matching pairs (pictures and printed word). Pairs are laid down in front of each player.

Students take turns asking other players for a specific card. (Example: *Do you have a 'flower' card?*) If no one has the requested card, then the player must *Go Fish!* and a card is drawn from the *Go Fish!* pile.

Play continues until all cards are matched.

(Adapted from Kennedy & Sarkisian, 1979, p. 58)

Benchmark: 3.1, 3.2, 9.1

LEVEL: 0.0 – 1.9, 2.0 – 3.9

STANDARD: 3, 9

BENCHMARK: 3.1, 3.2, 9.1

TITLE: Sight Words in Sentences

MATERIALS: 5 x 7 index cards or paper, pencils, pens

ACTIVITY: On large cards or paper, print sentences containing sight words.

As a class, in small groups or in pairs, students find and identify recently introduced sight words.

Benchmark: 3.1, 3.2, 9.1

LEVEL: 0.0 – 1.9, 2.0 – 3.9

STANDARD: 3, 9

BENCHMARK: 3.1, 3.2, 9.1

TITLE: Signs Trust Walk

MATERIALS: Fabric for blindfold, large index cards or cardboard, paper, markers

ACTIVITY: Students work in pairs in a trust walk.

This game can be played two different ways; (1) the student being led can be blindfolded; (2) however, if a student is uncomfortable with being blindfolded, he can just be led by the other student.

Set up a walk around the room using signs (turn left, stop, slow, sit down, say hello, etc.).

The leader takes his partner through the walk by recognizing all sight word signs.

Students then exchange places, and complete the walk again.

Benchmark: 3.1, 3.2, 4.4, 9.1

LEVEL:	0.0 – 1.9, 2.0 – 3.9
STANDARD:	3, 4, 9
BENCHMARK:	3.1, 3.2, 4.4, 9.1
TITLE:	Jokes
MATERIALS:	Books with jokes
ACTIVITY:	Ask the students to read and retell jokes.

Benchmark: 3.1, 3.2, 3.4, 4.4, 9.1, 10.1, 11.1

LEVEL: 0.0 – 1.9, 2.0 – 3.9

STANDARD: 3, 4, 9, 10, 11

BENCHMARK: 3.1, 3.2, 3.4, 4.4, 9.1, 10.1, 11.1

TITLE: Story Telling with Pictures

MATERIALS: Chalkboard and chalk or dry erase board and marker, action pictures, paper, pencils, pens

ACTIVITY: Give students pictures that show action and unusual characters.

Each student studies his picture and then joins with the class to make up a story. The first student says, “Once there was...” and tells about his picture. Write the sentence on the board. The next student continues “and then....” and adds from his picture. Continue to write sentences on the board.

When everyone has added to the story, read it aloud to the students.

Then encourage the group to read it together aloud.

As skills progress, ask students to pass around a large piece of paper on which to write their part of the story.

(Adapted from Kennedy & Sarkisian, 1979, p. 102)

Benchmark: 3.1, 3.2, 4.1, 4.3, 4.4, 9.1, 10.1

LEVEL: 0.0 – 1.9, 2.0 – 3.9

STANDARD: 3, 4, 9, 10

BENCHMARK: 3.1, 3.2, 4.1, 4.3, 4.4, 9.1, 10.1

TITLE: Children's Literature

MATERIALS: Children's books

ACTIVITY: Practice reading in children's books on the premise that the student may read to her younger relatives or friends.

Benchmark: 3.4, 4.1, 4.3, 4.4, 9.1, 10.1, 10.2, 10.3

LEVEL: 0.0 – 1.9, 2.0 – 3.9

STANDARD: 3, 4, 9, 10

BENCHMARK: 3.4, 4.1, 4.3, 4.4, 9.1, 10.1, 10.2, 10.3

TITLE: 4 W's

MATERIALS: Magazines and/or calendars, paper, pencils, pens

ACTIVITY: Cut interesting pictures from magazines, calendars, etc., and put into a file.

Show the student a picture. Ask who, what, when and where questions.

The student dictates or writes down his interpretations of the picture and reads back what was written.

The student discusses what occurred just before the picture was taken and predicts what might happen next.

Then he dictates or writes a story about the picture.

Benchmark: 3.2, 3.4, 4.2, 9.1, 11.1

LEVEL: 0.0 – 1.9

STANDARD: 3, 4, 9, 11

BENCHMARK: 3.2, 3.4, 4.2, 9.1, 11.1

TITLE: I am the Expert

MATERIALS: Index cards, paper, pencils, pens

ACTIVITY: The student orally gives directions for one of the things he does well. This could be preparing a particular meal, how to change the oil in a car, or how to change a diaper.

Assist the student in writing each step on an index card.

Ask the student to read and arrange the cards in a logical order.

Ask the student to transfer the directions to a single sheet of paper.

Benchmark: 3.1, 3.2, 9.1, 9.2

LEVEL: 0.0 – 1.9, 2.0 – 3.9

STANDARD: 3, 9

BENCHMARK: 3.1, 3.2, 9.1, 9.2

TITLE: Newspaper Vocabulary Word Search

MATERIALS: Newspaper, pencils, pens

ACTIVITY: Collect articles and pictures from the newspaper that relate to a particular vocabulary word or words.

Ask students to circle the new word(s) in the newspaper text.

Benchmark: 9.1, 9.2, 10.1

LEVEL: 2.0 – 3.9

STANDARD: 9, 10

BENCHMARK: 9.1, 9.2, 10.1

TITLE: Menu

MATERIALS: Restaurant menu, paper, pencils, pens

ACTIVITY: Ask the student to bring in a menu from a restaurant he frequents.

Assist the student in building a vocabulary list of *new* words by writing down what he wants to order from the menu.

Ask the student to include these words in his word bank.

Choose a different meal each day for a week.

Benchmark: 9.1, 10.1, 10.3, 10.4

LEVEL: 2.0 – 3.9

STANDARD: 9, 10

BENCHMARK: 9.1, 10.1, 10.3, 10.4

TITLE: Recalling the 4 W's

MATERIALS: Action pictures, chalkboard and chalk or dry erase board and markers, paper, pencils

ACTIVITY: Provide action pictures of people engaged in various activities. Show a picture and ask questions such as, “Who is this?” “What is happening?” “When is this happening?” “Where are they?” and write the students’ answers on the board.

Each student chooses a picture and answers the same questions. If students prefer, they may write answers on the board. Otherwise, ask them to copy the teacher’s writing.

The students may write a short story as they progress.

(Adapted from Kennedy & Sarkisian, 1979, p. 98)

Benchmark: 9.1, 10.1, 10.2, 10.3, 11.1

LEVEL: 2.0 – 3.9

STANDARD: 9, 10, 11

BENCHMARK: 9.1, 10.1, 10.2, 10.3, 11.1

TITLE: Fill in the Story

MATERIALS: Paper, pencils, pens

ACTIVITY: This activity is for students who are able to write and read their own stories.

Take out some words in the story, leaving blanks (about every 10th word to start.) Ask the student to fill in the blanks.

Gradually take out more and more words. All verbs could be removed, for example.

Benchmark: 4.1, 4.4, 9.1, 9.2, 10.1, 10.2, 10.3

LEVEL: 0.0 – 1.9, 2.0 – 3.9

STANDARD: 4, 9, 10

BENCHMARK: 4.1, 4.4, 9.1, 9.2, 10.1, 10.2, 10.3

TITLE: Answering Questions

MATERIALS: Newspaper, paper, pencils, pens

ACTIVITY: Who, what, when, where, and why questions become routine when introduced with newspaper articles. Generally, a reporter answers these questions within the first two paragraphs.

Prepare a questionnaire:

Who is the main character in the story?

Where did it happen?

When did it happen?

What happened?

Why did it happen?

Tell the student that these are the questions a reporter answers right away because the newspaper reader is in a hurry and wants the answers immediately.

Next read the lead paragraph of an article to the student. Ask the student to read along silently.

Ask the student questions.

Ask the student to complete the questionnaire with assistance.

Repeat this exercise over a period of a week.

Benchmark: 9.1, 9.2, 10.1, 10.3, 11.1, 11.2

LEVEL: 2.0 – 3.9

STANDARD: 9, 10, 11

BENCHMARK: 9.1, 9.2, 10.1, 10.3, 11.1, 11.2

TITLE: Cause and Effect

MATERIALS: Newspapers

ACTIVITY: Provide newspapers for students and choose a news article about a local event.

Read the article aloud while students follow along.

Ask the students what took place, what was the cause and what was the effect.

Students may then volunteer their own cause/effect stories.

LEVEL: 2.0 – 3.9

STANDARD: 9

BENCHMARK: 9.2

TITLE: Vocabulary in the Content

MATERIALS: Index cards, content area texts, paper, pencils, pens

ACTIVITY: Give students a book for a specific subject (Science, Geography, Mathematics, Literature, Writing, Economics, Consumer Skills, Daily Living Skills, etc.) and ask the students to follow along as you read.

Ask each student to select *new* vocabulary words she wants to learn.

Students can write words in their word book or on index cards.

Ask students to write sentences using the selected vocabulary words.

LEVEL: 2.0-3.9

STANDARD: 9

BENCHMARK: 9.2

TITLE: Jeopardy

MATERIALS: Chalkboard and chalk or dry erase board and markers

ACTIVITY: Create a jeopardy game on the board with the answers being the definitions of frequently used words familiar to the students.

Play the game as it is played on television. Ask the students to choose a definition from the board and give a word to match the definition.

LEVEL: 0.0 – 1.9, 2.0 – 3.9

STANDARD: 3, 4, 9

BENCHMARK: 3.2, 4.4, 9.2

TITLE: Calendar Monopoly

MATERIALS: One of a pair of dice, chips or other tokens: 15 for each student plus 50 extra for the bank, thirty-one index cards, large calendar for current month, place markers, paper, pencils, pens, red, blue and yellow marking pens

ACTIVITY: Write *gain or pain* messages on cards for each day of the month with gain or penalty listed (see examples below).

There are three types of cards: special date cards, bad news cards and good news cards (write messages in different colors to differentiate them).

Example: Red cards: (special date cards) payday, birthday, any holiday occurring that month.

Blue cards (bad news cards): *You burned the dinner. (lose two chips), You were late for work. (lose three chips), You caught a cold. (lose three chips), You lost your wallet. (lose five chips), You missed the bus. (lose two chips), You lost your keys. (lose six chips).*

Yellow cards: (good news cards): *You got a job. (pick up ten chips), Your boy/girl friend called you. (pick up five chips), You saved money at a good sale. (pick up four chips), You ate healthy food. (pick up five chips).*

Each student's special marker is placed on the calendar before the first of the month. Place a red, blue or yellow card on each day of the month.

Each student starts with 20 chips.

The first student rolls the dice and moves to the appropriate date.

Continued on back

Example: The student rolls a 6 and moves to the 6th of the month. She then picks up the card for the 6th of the month and follows instructions, reading the card aloud (allow time for student to first silently read instructions).

Play continues until all students reach the last day of the month.

Alternative: Once a student has landed on a date and used that card, replace the card with a different one for the same date. At the end of each round, when each person has played once, stop the play and ask, “What happened this week?”

(Adapted from Kennedy & Sarkisian, 1979, p. 81)

LEVEL: 0.0 – 1.9, 2.0 – 3.9

STANDARD: 3, 9

BENCHMARK: 3.2, 9.2

TITLE: Create a Monthly Calendar

MATERIALS: Year calendar, paper, pencils, pens

ACTIVITY: Page through the calendar with the student noting word-ending similarities (-day,-ber).

Explain capitalization rules for days of the week and months.

Create a calendar at the beginning of each month that shows the class schedule, special activities, holidays, etc. Read the schedule with the student.

Add or ask students to add days of personal importance to the calendar.

Alternative: Create a weekly calendar with students.

LEVEL: 2.0 – 3.9

STANDARD: 10

BENCHMARK: 10.1

TITLE: What Holiday am I?

MATERIALS: List of secular holidays, paper, pencils, pens

ACTIVITY: Ask the students to practice writing the holiday names.

Explain that the names of holidays are proper nouns and should be capitalized.

Provide a story in which the names of the holidays are missing. Ask students to fill in the blanks.

LEVEL: 2.0 – 3.9

STANDARD: 10

BENCHMARK: 10.1

TITLE: Grocery Advertisements

MATERIALS: Newspaper grocery advertisements

ACTIVITY: Read grocery advertisements and connect prices and words with pictures.

Ask students to find the price of specific items (select items that have a drawing or picture with it).

LEVEL: 2.0 – 3.9

STANDARD: 10

BENCHMARK: 10.1

TITLE: What's on Sale?

MATERIALS: Newspaper sale flyers from three stores

ACTIVITY: Provide the student with sale flyers from three stores.
Ask him to tell you five things that are on sale this week.

LEVEL: 2.0 – 3.9

STANDARD: 10

BENCHMARK: 10.1

TITLE: Calendar Word Origins

MATERIALS: Year calendar, dictionary, pencils, pens

ACTIVITY: Page through the calendar with the students, noting word-ending similarities (Monday, Tuesday, October, November). Also, explain capitalization rules for days of the week and months of the year.

Discuss origin of names: Mars (war - March), Saturn (Saturday).

At the beginning of each month present a calendar page showing class schedule, special activities, holidays, etc.

Read the schedule with the students and add days of personal importance to them.

Alternative: Make a weekly calendar with the students.

Benchmark: 3.1, 3.2, 10.1

LEVEL: 0.0 – 1.9, 2.0 – 3.9

STANDARD: 3, 10

BENCHMARK: 3.1, 3.2, 10.1

TITLE: Place Your Order

MATERIALS: Clothing catalog or advertising flyer, paper, pencils, pens

ACTIVITY: Read the names of colors from a clothing catalog or advertising flyer, preferably from a place in which the student might shop.

Prepare a mock order with student filling in *color* designation on form.

Benchmark: 3.1, 3.2, 3.4, 4.4, 9.1, 10.1, 11.1

LEVEL: 0.0 – 1.9, 2.0 – 3.9

STANDARD: 3, 4, 9, 10, 11

BENCHMARK: 3.1, 3.2, 3.4, 4.4, 9.1, 10.1, 11.1

TITLE: Story Telling with Pictures

MATERIALS: Chalkboard and chalk or dry erase board and marker, action pictures, paper, pencils, pens

ACTIVITY: Give students pictures that show action and unusual characters.

Each student studies his picture and then joins with the class to make up a story. The first student says, “Once there was...” and tells about his picture. Write the sentence on the board. The next student continues “and then...” and adds from his picture. Continue to write sentences on the board.

When everyone has added to the story, read it aloud to the students.

Then encourage the group to read it aloud together.

As skills progress, ask students to pass around a large piece of paper on which to write their part of the story.

(Adapted from Kennedy & Sarkisian, 1979, p. 102)

Benchmark: 3.1, 3.2, 4.1, 4.3, 4.4, 9.1, 9.2, 10.1

LEVEL: 0.0 – 1.9, 2.0 – 3.9

STANDARD: 3, 4, 9, 10

BENCHMARK: 3.1, 3.2, 4.1, 4.3, 4.4, 9.1, 9.2, 10.1

TITLE: Children’s Literature

MATERIALS: Children’s books

ACTIVITY: Practice reading in children’s books on the premise that the student may read to her younger relatives or friends.

LEVEL: 0.0 – 1.9, 2.0 – 3.9

STANDARD: 3, 10

BENCHMARK: 3.2, 10.1

TITLE: Multiple Meanings

MATERIALS: List of multiple meaning words, pictures to illustrate each meaning

ACTIVITY: Provide a list of multiple meaning words: conduct, arm, beat, dish, fast, gin, lead, man, train, and a collection of pictures illustrating both meanings of all words.

The student orally gives a sentence for each picture using the correct word and pronunciation.

Benchmark: 3.4, 4.1, 4.3, 4.4, 9.1, 10.1, 10.2, 10.3

LEVEL: 0.0 – 1.9, 2.0 – 3.9

STANDARD: 3, 4, 9, 10

BENCHMARK: 3.4, 4.1, 4.3, 4.4, 9.1, 10.1, 10.2, 10.3

TITLE: 4 W's

MATERIALS: Magazines and/or calendars, paper, pencils, pens

ACTIVITY: Cut interesting pictures from magazines, calendars, etc., and put into a file.

Show the student a picture. Ask who, what, when and where questions.

The student dictates or writes down his interpretations of the picture and reads back what was written.

The student discusses what occurred just before the picture was taken and predicts what might happen next.

Then he dictates or writes a story about the picture.

LEVEL: 0.0 – 1.9, 2.0 – 3.9

STANDARD: 4, 10

BENCHMARK: 4.3, 10.1

TITLE: Strip Predictions

MATERIALS: Comic strips

ACTIVITY: After removing the words, present a cartoon or comic strip to students and ask them to predict what it is about based on the pictures alone.

Then restore the words and help the students read the words to see if their predictions were correct.

Benchmark: 4.1, 4.4, 9.1, 9.2, 10.1, 10.2, 10.3

LEVEL: 0.0 – 1.9, 2.0 – 3.9

STANDARD: 4, 9, 10

BENCHMARK: 4.1, 4.4, 9.1, 9.2, 10.1, 10.2, 10.3

TITLE: Answering Questions

MATERIALS: Newspaper, paper, pencils, pens

ACTIVITY: Who, what, when, where, and why questions become routine when introduced with newspaper articles. Generally, a reporter answers these questions within the first two paragraphs.

Prepare a questionnaire:

Who is the main character in the story?

Where did it happen?

When did it happen?

What happened?

Why did it happen?

Tell the student that these are the questions a reporter answers right away because the newspaper reader is in a hurry and wants the answers immediately.

Next read the lead paragraph of an article to the student. Ask the student to read along silently.

Ask the student questions.

Ask the student to complete the questionnaire with assistance.

Repeat this exercise over a period of a week.

LEVEL: 2.0 – 3.9

STANDARD: 8, 10

BENCHMARK: 8.4, 8.8, 10.1

TITLE: Break it Down

MATERIALS: Spiral notebook, index cards, pencils, pens

ACTIVITY: If a student encounters an unrecognizable word, ask her if there are any groups of letters that she recognizes. Ask her to isolate those letters with two index cards.

Then build on sound recognition around the recognizable part.

Begin this process with compound words, then with affixes.

Use context clues.

Once the student pronounces the word, ask her to copy it to a new word list in her notebook.

LEVEL: 2.0 – 3.9

STANDARD: 9, 10

BENCHMARK: 9.1, 10.1

TITLE: Menu

TITLE: Menu

MATERIALS: Restaurant menu, paper, pencils, pens

ACTIVITY: Ask the student to bring in a menu from a restaurant he frequents.

Assist the student in building a vocabulary list of *new* words by writing down what he wants to order from the menu.

Ask the student to include these words in his word bank.

Choose a different meal each day for a week.

Benchmark: 9.1, 10.1, 10.2, 10.3

LEVEL: 2.0 – 3.9

STANDARD: 9, 10

BENCHMARK: 9.1, 10.1, 10.2, 10.3

TITLE: An Event of the Day

MATERIALS: Chalkboard and chalk or dry erase board and markers

ACTIVITY: Ask the student to relate an experience she has had that week. Search for the *why*. Write the answer, in a complete sentence on the board.

Repeat exercise with several other students.

Example: I am hungry.
Why? I didn't eat breakfast.
Why? I didn't have any food in the house.
Why? I didn't go grocery shopping.

Put a sentence with blanks on the board:

_____ because _____.

Help the student dictate a logical sentence. Fill in the blanks on the board.

Benchmark: 9.1, 10.1, 10.2, 10.3, 11.1

LEVEL: 2.0 – 3.9

STANDARD: 9, 10, 11

BENCHMARK: 9.1, 10.1, 10.2, 10.3, 11.1

TITLE: Fill in the Story

MATERIALS: Paper, pencils, pens

ACTIVITY: This activity is for students who are able to write and read their own stories.

Take out some words in the story, leaving blanks (about every 10th word to start.) Ask the student to fill in the blanks.

Gradually take out more and more words. All verbs could be removed, for example.

Benchmark: 9.1, 10.1, 10.3, 10.4

LEVEL: 2.0 – 3.9

STANDARD: 9, 10

BENCHMARK: 9.1, 10.1, 10.3, 10.4

TITLE: Recalling the 4 W's

MATERIALS: Action pictures, chalkboard and chalk or dry erase board and markers, paper, pencils

ACTIVITY: Provide action pictures of people engaged in various activities. Show a picture and ask questions such as, "Who is this?" "What is happening?" "When is this happening?" "Where are they?" and write the students' answers on the board.

Each student chooses a picture and answers the same questions. If students prefer, they may write answers on the board. Otherwise, ask them to copy the teacher's writing.

The students may write a short story as they progress.

(Adapted from Kennedy & Sarkisian, 1979, p. 98)

Benchmark: 9.1, 9.2, 10.1, 10.3, 11.1, 11.2

LEVEL: 2.0 – 3.9

STANDARD: 9, 10, 11

BENCHMARK: 9.1, 9.2, 10.1, 10.3, 11.1, 11.2

TITLE: Cause and Effect

MATERIALS: Newspapers

ACTIVITY: Provide newspapers for students and choose a news article about a local event.

Read the article aloud while students follow along.

Ask the students what took place, what was the cause and what was the effect.

Students may then volunteer their own cause/effect stories.

LEVEL:	2.0 – 3.9
STANDARD:	10
BENCHMARK:	10.2
TITLE:	Summarizing Language Experience Stories
MATERIALS:	Language experience story
ACTIVITY:	Ask the student to summarize another student's language experience story she has read.

LEVEL: 2.0 – 3.9

STANDARD: 10

BENCHMARK: 10.2

TITLE: Musical Questions

MATERIALS: Music

ACTIVITY: Play a song for the class. Provide the words to the song so the students can follow along with the lyrics.

When the song is over, ask questions about the song. For example: “What was the song about?” “What symbols are in the song?” “What did they stand for?” “Where did the song take place?”

Benchmark: 10.2, 11.2

LEVEL: 2.0 – 3.9

STANDARD: 10, 11

BENCHMARK: 10.2, 11.2

TITLE: Implied Main Idea

MATERIALS: Newspapers, paper, pencils, pens

ACTIVITY: Provide newspapers for students and choose an editorial or a column from the opinion page.

Read aloud while students follow along.

Lead a discussion of the article asking students to volunteer their own ideas regarding the content.

The discussion may include questions about the main idea and facts supporting or illustrating the main idea.

Ask the students to *read between the* lines to determine if there are more issues than those mentioned in the article.

LEVEL: 0.0 – 1.9, 2.0 – 3.9

STANDARD: 7, 10

BENCHMARK: 7.2, 10.2

TITLE: “Dear Abby” Letters

MATERIALS: Newspaper, paper, pencils, pens

ACTIVITY: Read students a letter to “Dear Abby.” Ask students to discuss a possible answer.

Read another “Dear Abby” letter. Ask each student to write an answer. Students may volunteer to share answers in class.

Alternative: Students write their own letters to “Dear Abby” and exchange them with another student, who writes an answer and returns the letter. Give students time to read answers silently, then ask students to read the correspondence aloud.

(Adapted from Kennedy & Sarkisian, 1979, p. 109)

LEVEL: 2.0 – 3.9

STANDARD: 10

BENCHMARK: 10.3

TITLE: Questions and Answers

MATERIALS: Fictional story, paper, pencils, pens

ACTIVITY: Explain to the student that the same information that is written about in newspaper articles is often the subject of fictional writing, as well. Emphasize the importance of thinking and asking questions about what we read.

Write the following in a questionnaire format, leaving space for the student to write his responses:

Who is the main character in this story?

What happened?

Where did it happen?

When did it happen?

Why did it happen?

Introduce a short piece of fiction at the student's reading level.

Give the student the questionnaire and ask him to keep the questions in mind as he reads. Ask him to answer the questions on the form when he finishes reading. Assist him as needed.

Benchmark: 3.1, 3.2, 4.4, 10.3

LEVEL: 0.0 – 1.9, 2.0 – 3.9

STANDARD: 3, 4, 10

BENCHMARK: 3.1, 3.2, 4.4, 10.3

TITLE: Sum It Up

MATERIALS: Books

ACTIVITY: Retell and/or summarize previously read printed material.

All levels of students can participate together in this activity. Ask students to recall and retell a previously read text. Ask specific questions about the story.

Ask a student to reread the text or read it with or to her. Ask her to retell the story; ask her questions about it.

LEVEL: 0.0 – 1.9, 2.0 – 3.9

STANDARD: 2, 10

BENCHMARK: 2.5, 2.8, 10.4

TITLE: Message

MATERIALS: Paper, pencils, pens

ACTIVITY: Write a message to the student who reads it silently and responds accordingly.

Examples: Please, come here.
Please, close the door.
Please, hang up your coat.

Benchmark: 4.4, 10.4

LEVEL: 0.0 – 1.9, 2.0 – 3.9

STANDARD: 4, 10

BENCHMARK: 4.4, 10.4

TITLE: Directions

MATERIALS: Chalkboard and chalk or dry erase board and marker, paper, pencils, pens

ACTIVITY: Write notices and directions for daily activities on a board or posted piece of paper.

Allow the student time at the beginning of each session to read these directions silently.

Check for understanding.

Read to the student only those items he has not understood.

Then ask the student to reread those items to you.

LEVEL: 2.0 – 3.9

STANDARD: 10

BENCHMARK: 10.5

TITLE: Paragraph Circle

MATERIALS: Newspaper, pens

ACTIVITY: Give instruction regarding indentation and spacing to set paragraphs apart.

Ask students to choose a newspaper article of interest to them.

Ask the students to circle each paragraph in the article.

LEVEL: 2.0 – 3.9

STANDARD: 10

BENCHMARK: 10.5

TITLE: Poetry

MATERIALS: Volume of poetry

ACTIVITY: Explain to student that stanza or verse paragraphs are often set apart using spacing.

Read one or more poems, noting the spacing utilized by the poet to separate the verses.

Ask questions regarding the poem such as, “How many stanzas are there?” “How many sentences are there?”

LEVEL: 2.0 – 3.9

STANDARD: 10

BENCHMARK: 10.5

TITLE: Writing a Paragraph

MATERIALS: Paper, pens

ACTIVITY: Ask each student to write a letter to a friend or relative.

Remind students to either indent or skip a line to define each paragraph.

LEVEL: 2.0 – 3.9

STANDARD: 10

BENCHMARK: 10.6

TITLE: Dictionary Spelling

MATERIALS: Dictionary, notepad, pen

ACTIVITY: Occasionally look at the student's *invented spelling* and circle the misspelled words.

Ask the student to correct misspellings by looking up words in the dictionary. Give assistance only as needed.

When the student finds the correct spelling, she may write the word in her word bank book.

LEVEL: 2.0 – 3.9

STANDARD: 10

BENCHMARK: 10.6

TITLE: The Telephone Book as a Reference

MATERIALS: Telephone book, paper, pencils, pens

ACTIVITY: Discuss how the telephone book is organized.

Ask each student to look up a variety of things in the phone book.

Examples: themselves, their school, favorite store, friends' zip codes, area codes, local agencies, etc.

LEVEL:	2.0 – 3.9
STANDARD:	10
BENCHMARK:	10.6
TITLE:	What Does That Mean?
MATERIALS:	Beginner’s dictionary, teacher-generated word list, paper and pens
ACTIVITY:	Ask students to look up a short list of words and read the definitions, giving assistance as needed. Then ask the students to write the definitions in their own words.

LEVEL: 2.0 – 3.9

STANDARD: 10

BENCHMARK: 10.6

TITLE: Using Simple References to Obtain Information

MATERIALS: Newspaper

ACTIVITY: Explain how to use the newspaper index.

Ask students to locate the classified ads (employment and sales), local section, sports, etc.

Discuss what types of information are found in each section.

LEVEL: 2.0 – 3.9

STANDARD: 10

BENCHMARK: 10.7

TITLE: Capitalization of Titles

MATERIALS: Pen, paper, dictionary

ACTIVITY: Ask the student to list the names of about ten people he knows.

Explain that we use certain forms when we speak to people or write to people. Some of these forms are Ms., Miss, Mrs., Mr. and Dr. Discuss the meaning of these abbreviations. Use the dictionary.

Ask the student to go through his list and write the preferred title (or abbreviation) next to each name.

LEVEL: 0.0 – 1.9, 2.0 – 3.9

STANDARD: 4, 10

BENCHMARK: 4.4, 10.7

TITLE: Interesting Jobs

MATERIALS: Newspaper

ACTIVITY: Help the student look through the classified section of the newspaper and find three jobs that sound interesting.

Help the student interpret abbreviations.

Benchmark: 3.1, 3.2, 3.4, 4.4, 9.1, 9.2, 10.1, 11.1

LEVEL: 0.0 – 1.9, 2.0 – 3.9

STANDARD: 3, 4, 9, 10, 11

BENCHMARK: 3.1, 3.2, 3.4, 4.4, 9.1, 9.2, 10.1, 11.1

TITLE: Story Telling

MATERIALS: Chalkboard and chalk or dry erase board and marker, action pictures, paper, pencils, pens

ACTIVITY: Give students pictures that show action and unusual characters.

Each student studies his picture and then joins with the class to make up a story. The first student says, “Once there was...” and tells about his picture. Write the sentence on the board. The next student continues “and then...” and adds from his picture. Continue to write sentences on the board.

When everyone has added to the story, read it aloud to the students.

Then encourage the group to read it aloud together.

As skills progress, ask students to pass around a large piece of paper on which to write their part of the story.

(Adapted from Kennedy & Sarkisian, 1979, p. 102)

Benchmark: 3.2, 3.4, 4.2, 9.1, 11.1

LEVEL: 0.0 – 1.9

STANDARD: 3, 4, 9, 11

BENCHMARK: 3.2, 3.4, 4.2, 9.1, 11.1

TITLE: I am the Expert

MATERIALS: Index cards, paper, pencils, pens

ACTIVITY: The student orally gives directions for one of the things he does well. This could be preparing a particular meal, how to change the oil in a car, or how to change a diaper.

Assist the student in writing each step on an index card.

Ask the student to read and arrange the cards in a logical order.

Ask the student to transfer the directions to a single sheet of paper.

Benchmark: 9.1, 10.1, 10.2, 10.3, 11.1

LEVEL: 2.0 – 3.9

STANDARD: 9, 10, 11

BENCHMARK: 9.1, 10.1, 10.2, 10.3, 11.1

TITLE: Fill in the Story

MATERIALS: Paper, pencils, pens

ACTIVITY: This activity is for students who are able to write and read their own stories.

Take out some words in the story, leaving blanks (about every 10th word to start.) Ask the student to fill in the blanks.

Gradually take out more and more words. All verbs could be removed, for example.

Benchmark: 9.1, 9.2, 10.1, 10.3, 10.4, 11.1, 11.2

LEVEL:	2.0 – 3.9
STANDARD:	9, 10, 11
BENCHMARK:	9.1, 9.2, 10.1, 10.3, 10.4, 11.1, 11.2
TITLE:	Cause and Effect
MATERIALS:	Newspapers
ACTIVITY:	<p>Provide newspapers for students and choose a news article about a local event.</p> <p>Read the article aloud while students follow along.</p> <p>Ask the students what took place, what was the cause and what was the effect.</p> <p>Students may then volunteer their own cause/effect stories.</p>

Benchmark: 10.2, 11.2

LEVEL: 2.0 – 3.9

STANDARD: 10, 11

BENCHMARK: 10.2, 11.2

TITLE: Implied Main Idea

MATERIALS: Newspapers, paper, pencils, pens

ACTIVITY: Provide newspapers for students and choose an editorial or a column from the opinion page.

Read aloud while students follow along.

Lead a discussion of the article asking students to volunteer their own ideas regarding the content.

The discussion may include questions about the main idea and facts supporting or illustrating the main idea.

Ask the students to *read between the* lines to determine if there are more issues than those mentioned in the article.

LEVEL: 2.0 – 3.9

STANDARD: 12

BENCHMARK: 12.1

TITLE: Fact or Opinion

MATERIALS: Informational paragraph, paper, pencils, pens

ACTIVITY: Ask the student to read an informational paragraph and distinguish between fact and opinion.

Ask the student to divide a piece of paper in half horizontally. Label the top half *FACT* and the bottom half *OPINION*.

Ask the student to write sentences she thinks are facts in the top section, and sentences she thinks are opinions in the bottom half.

Discuss.

Benchmark: 3.2, 6.1, 12.1, 13.1

LEVEL: 0.0 – 1.9, 2.0 – 3.9

STANDARD: 3, 6, 12, 13

BENCHMARK: 3.2, 6.1, 12.1, 13.1

TITLE: What's the Score?

MATERIALS: Newspaper, paper, pencils, pens

ACTIVITY: Read sports scores in the newspaper and ask the student to keep a record of her favorite teams' scores.

Find an article about the game and read it to the student, asking her to read what she can.

Discuss the difference between fact and opinion, and ask the student to pick out statements in the article that are facts and those that are opinions.

Also, discuss how word choices affect how we think and feel.

LEVEL: 2.0 – 3.9

STANDARD: 12

BENCHMARK: 12.2

TITLE: Emergency Evacuation Routes

MATERIALS: Posted emergency evacuation routes

ACTIVITY: Ask students to locate the classroom’s posted emergency evacuation routes.

Discuss the importance of these signs in the classroom and in other buildings.

Practice the evacuation routes.

LEVEL: 2.0 – 3.9

STANDARD: 12

BENCHMARK: 12.2

TITLE: Where is It?

MATERIALS: City map, city phone book

ACTIVITY: Ask students to identify a variety of locations on the city map.

For example: class location, public libraries, etc.

Use the phone book for addresses.

LEVEL: 2.0 – 3.9

STANDARD: 12

BENCHMARK: 12.2

TITLE: Where is Home?

MATERIALS: Maps of Florida and the United States, paper, pens

ACTIVITY: Ask students to write on slips of paper, the city and state of their birth. Shuffle the papers.

Each student then chooses a slip of paper and locates the city and state on one of the maps.

Ask the class to guess which student was born in that location.

LEVEL: 2.0 – 3.9

STANDARD: 12

BENCHMARK: 12.2

TITLE: Where is It?

MATERIALS: Map of USA

ACTIVITY: Ask students to locate the capitals of each of the fifty states.

LEVEL:	2.0 – 3.9
STANDARD:	12
BENCHMARK:	12.2
TITLE:	The World
MATERIALS:	Map of the world
ACTIVITY:	Ask students to identify the continents.

LEVEL: 2.0 – 3.9

STANDARD: 13

BENCHMARK: 13.1

TITLE: Who am I?

MATERIALS: Pen, paper

ACTIVITY: Students draw names in class and write a short letter to the person whose name they drew.

Ask students to do the following:

Address the letter to the person whose name they drew.

Describe themselves in the letter.

Do not use their own name nor sign the letter.

Collect the letters and then give them to the addressees.

After giving students time to read the letters silently, ask students to read their letters aloud.

Recipients then try to guess the identity of the writer.

LEVEL: 2.0 – 3.9

STANDARD: 13

BENCHMARK: 13.1

TITLE: Words Influence Us

MATERIALS: Newspaper, highlighters, board and marker

ACTIVITY: Ask each student to choose a newspaper article of interest to him.

Ask students to highlight descriptive words in the first three sentences in the article.

In turn, ask each student to write his sentences on the board, underlining the descriptive words.

Ask the students to substitute other words for those underlined.

Ask students to notice how these substitutions change the way we think and feel.

LEVEL: 2.0 – 3.9

STANDARD: 13

BENCHMARK: 13.1

TITLE: Noun/Adjective Shuffle

MATERIALS: Index cards, marker

ACTIVITY: Teacher generates a set of cards with equal numbers of nouns and adjectives.

The student lays out the shuffled cards with a column of adjectives beside a column of nouns.

Re-arrange the adjectives in relation to the nouns.

Ask the student to tell you how the change of adjectives changes the way we think and feel about the noun.

LEVEL: 2.0 – 3.9

STANDARD: 13

BENCHMARK: 13.1

TITLE: Poetry Impact

MATERIALS: Volume of poems

ACTIVITY: Ask each student to take time to look through the book of poetry and select a poem which he particularly likes.

Give students an unhurried interval in which to do this selecting.

Give students time to read silently.

Then ask students to volunteer to read poems aloud.

Ask each student to choose individual words in the poem which have a particular impact. Discuss.

Benchmark: 3.2, 6.1, 12.1, 13.1

LEVEL: 0.0 – 1.9, 2.0 – 3.9

STANDARD: 3, 6, 12, 13

BENCHMARK: 3.2, 6.1, 12.1, 13.1

TITLE: What's the Score?

MATERIALS: Newspaper, paper, pencils, pens

ACTIVITY: Read sports scores in the newspaper and ask the student to keep a record of her favorite teams' scores.

Find an article about the game and read it to the student, asking her to read what she can.

Discuss the difference between fact and opinion, and ask the student to pick out statements in the article that are facts and those that are opinions.

Also, discuss how word choices affect how we think and feel.

LEVEL: 0.0 – 1.9, 2.0 – 3.9

STANDARD: 3, 6, 13

BENCHMARK: 3.2, 6.1, 13.1

TITLE: Synonyms, Antonyms, Homonyms, Homographs

MATERIALS: Word lists, paper, pencils, pens

ACTIVITY: These should not all be taught at one time. Point them out as they come along in reading.

A synonym is a word having a similar meaning to another word.

An antonym is a word that means the opposite of another word.

A homonym is one of two or more words that have the same sound and often the same spelling but differ in meaning.

A homograph is a word that is spelled the same as another word but differs in meaning and origin and may differ in pronunciation.

Provide word lists for each of the above.

Ask students to use all the above in written activities at different times.

Discuss how word choices affect how we think and feel.

Benchmark: 5.1, 14.1

LEVEL: 0.0 – 1.9, 2.0 – 3.9

STANDARD: 5, 14

BENCHMARK: 5.1, 14.1

TITLE: Truth Tellers or Liars?

MATERIALS: Paper, pencils, pens

ACTIVITY: Divide the class into two groups: The Liars and The Truth Tellers.

Ask The Liars to write paragraphs falsely describing at least two events. For example: “When My Dog Ate My Homework.”

Ask the Truth Tellers to accurately describe at least two events. For example: “Why I Did Not Complete My Homework.”

Shuffle the completed pages.

Choose one paper at a time to read aloud.

Ask the class to vote on whether each story is true or false. Discuss why students believe each story is true or false.

LEVEL: 0.0 – 1.9, 2.0 – 3.9

STANDARD: 5, 14

BENCHMARK: 5.1, 14.1

TITLE: Clues to the Truth

MATERIALS: Newspapers, magazines

ACTIVITY: Teacher chooses a variety of non-fiction and fiction paragraphs and cuts them into sections. Shuffle.

Ask students to choose a paragraph and read silently.

Then ask students to read their selections aloud.

Class discusses the truth or fiction of the passage. Discuss clues, which give the impression of truth or fiction.

LEVEL: 0.0 – 1.9, 2.0 – 3.9

STANDARD: 5, 14

BENCHMARK: 5.1, 14.1

TITLE: Women in Encyclopedias

MATERIALS: Encyclopedias

ACTIVITY: Ask students to look up names of some notable women in the encyclopedia. For example: Elizabeth Blackwell, Elizabeth Cady Stanton, Sojourner Truth, Frieda Kalo, etc. Some of the women will be listed, some not.

Discuss the reasons for the omissions:

Examples: Who wrote the book?
Who decided what was written?
Who is written about in the book?
Why?

Help students research notable women in any source (books, newspaper, magazines, television, radio, Internet, etc.) and present information to class.

As an extension of this activity, ask the students to describe important women in their lives.

LEVEL: 0.0 – 1.9, 2.0 – 3.9

STANDARD: 7, 14

BENCHMARK: 7.1, 14.2

TITLE: Identifying Story Elements

MATERIALS: Short story, paper, pencils, pens

ACTIVITY: Read a short story to the student while he follows along. Ask him to listen for the following information:

Setting:

Character(s):

Problem:

Solution/Resolution:

Ask the student to describe the above characteristics of the story he has just heard.

Discuss the answers.

LEVEL: 0.0 – 1.9, 2.0 – 3.9

STANDARD: 7, 14

BENCHMARK: 7.1, 14.2

TITLE: Once Upon a Time

MATERIALS: paper, pencils, pens

ACTIVITY: Write down a noun (example, dog); have the student think of a noun that starts with the last letter of that word (example, glass).

Ask the student to come up with five nouns, one being a place. The place can be general or specific; for instance, the *capital* or *Washington, D.C.*

Ask the student to dictate a story to you using her list of nouns.

All five nouns do not have to be used; however, ask the student to use the following elements found in a story: character, setting, a problem and a solution/resolution.

LEVEL: 2.0 – 3.9

STANDARD: 14

BENCHMARK: 14.3

TITLE: Writing an Autobiography

MATERIALS: Pen, paper

ACTIVITY: Ask the student to dictate her autobiography to the teacher or to another student. It is important that the scribe take down *exactly* what is dictated.

The first step is for the student to outline her story. Suggest she list the major events of her life in the order she wishes them to appear in her autobiography. (At another time, she may want to focus on one significant event and describe it in detail.)

Next, ask the student to dictate her story, following her outline and using complete sentences.

When the autobiography is finished, ask the student to practice reading it.

When she is ready, she may want to read it to the class.

Benchmark: 4.1, 4.2, 14.3

LEVEL: 0.0 – 1.9, 2.0 – 3.9

STANDARD: 4, 14

BENCHMARK: 4.1, 4.2, 14.3

TITLE: Goals Essay

MATERIALS: Paper, pencils, pens

ACTIVITY: Ask the student to dictate three of his goals.

Ask him to help you put the goals in paragraph form with introductory and concluding sentences.