

ACTIVITIES for LEVEL 0.0-1.9



Benchmark: 1.1, 1.2, 1.3, 1.4, 1.5

LEVEL: 0.0 – 1.9

STANDARD: 1

BENCHMARK: 1.1, 1.2, 1.3, 1.4, 1.5

TITLE: How to Hold a Pencil

MATERIALS: Paper, pencils, pens

ACTIVITY: Discuss, model and ask students to practice the proper way to hold a pencil.

Students with poor vision can have difficulty seeing light notebook paper lines. Darken the lines on one sheet of paper and make copies.

Some students need wide-lined paper.

Benchmark: 1.1, 1.2, 1.3, 1.4, 1.5

LEVEL: 0.0 – 1.9

STANDARD: 1

BENCHMARK: 1.1, 1.2, 1.3, 1.4, 1.5

TITLE: Trace Your Name

MATERIALS: Pencils, paper, tracing paper

ACTIVITY: Ask the student to trace her name.

Model first.

Give her instructions about where to begin and the direction of the strokes. This can also be done letter by letter as the student is tracing her name, if she needs the assistance.

Benchmark: 1.1, 1.2, 1.3, 1.4, 1.5

LEVEL: 0.0 – 1.9

STANDARD: 1

BENCHMARK: 1.1, 1.2, 1.3, 1.4, 1.5

TITLE: Free Writing

MATERIALS: Paper, pencils, pens

ACTIVITY: Ask the student to write from the first day in class and make writing a part of each lesson.

For example, if he cannot write his name, let that be the first writing activity, even if he does not yet know the alphabet.

Use the first letter of the student's name to show him both a capital (upper case) and lower case letter. Point out that proper names are always capitalized.

Benchmark: 1.1, 1.2, 1.3, 1.4, 1.5

LEVEL: 0.0 – 1.9

STANDARD: 1

BENCHMARK: 1.1, 1.2, 1.3, 1.4, 1.5

TITLE: Word for Word

MATERIALS: Books, paper, pencils, pens

ACTIVITY: As a student becomes more skilled, she will be able to copy more difficult material from a typed source.

Make the copying activity meaningful for the student. Read the material to the student before she starts copying it.

Perhaps she would like to get a riddle book and copy a riddle to ask a friend or a recipe from the newspaper.

Benchmark: 1.1, 1.2, 1.3, 1.4, 1.5

LEVEL: 0.0 – 1.9

STANDARD: 1

BENCHMARK: 1.1, 1.2, 1.3, 1.4, 1.5

TITLE: Spacing Words

MATERIALS: Paper, tracing paper, pencils, pens

ACTIVITY: Many students have trouble with spacing words at first. If this is the case, leave a little larger space between words initially.

Ask the student to dictate some sentences about any topic.

Before the student starts dictating, ask him to tell you where to leave spaces between words.

You may also write a student's sentence with no space between words and read it to him, as he follows along. Help him circle the words. Ask him to copy it with correct spacing.

Benchmark: 1.1, 1.2, 1.3, 1.4, 1.5

LEVEL: 0.0 – 1.9

STANDARD: 1

BENCHMARK: 1.1, 1.2, 1.3, 1.4, 1.5

TITLE: Tracing Personal Information

MATERIALS: Paper, tracing paper, pencils, pens

ACTIVITY: Print letters and numerals, such as student's name, address, zip code, telephone number and social security number on a sheet of paper.

Explain that proper names are capitalized.

Ask the student to place a piece of tracing paper over this information and trace.

Instruct the student about where to begin each number or letter. This can also be done letter by letter, if needed.

Benchmark: 1.1, 1.2, 1.3, 1.4, 1.5, 1.6

LEVEL: 0.0 – 1.9

STANDARD: 1

BENCHMARK: 1.1, 1.2, 1.3, 1.4, 1.5, 1.6

TITLE: Reading with Audiotapes

MATERIALS: Book on audiotape, tape player

ACTIVITY: Ask the student to follow along with a book that is on audiotape.

It is important that the student sees the words as the speaker on the tape is reading.

At the end of each chapter ask the student to retell or summarize what happened in that chapter.

Benchmark: 1.6, 3.1, 3.2, 4.3, 4.4, 9.1, 9.2

LEVEL: 0.0 – 1.9

STANDARD: 1

BENCHMARK: 1.6, 3.1, 3.2, 4.3, 4.4, 9.1, 9.2

TITLE: Group Reading

MATERIALS: Literature for adults

ACTIVITY: Read literature to students as they read along.

Example: Don't Sweat the Small Stuff

Supply details to introduce the reading and to create an interest.

Use literature that has short chapters.

Read with enthusiasm.

LEVEL:	0.0 – 1.9
STANDARD:	1
BENCHMARK:	1.6
TITLE:	Listening to and Comprehending a Story Read Aloud
MATERIALS:	Newspaper
ACTIVITY:	Ask the students to choose an article from the newspaper with a picture or headline that interests them. Read the article aloud. Ask each student to report a fact from the story.

LEVEL: 0.0 – 1.9

STANDARD: 1, 2

BENCHMARK: 1.6, 2.2

TITLE: Identifying Beginning Consonant Sounds

MATERIALS: Paper, pencils

ACTIVITY: Call out a word and ask the student to identify the beginning consonant.
Use words from stories.

Start and finish the lesson by reading a passage, such as a language experience story or other writing from which the words came.

This is a useful technique for all phonics instruction.

LEVEL: 0.0 – 1.9

STANDARD: 1, 4

BENCHMARK: 1.6, 4.2

TITLE: Personify an Object

MATERIALS: Chalkboard and chalk or dry erase board and markers, an object

ACTIVITY: Pick an object in the room to use as the subject of a short story.

Explain personification. Ask the students to personify the object in a sentence of the story.

Go around the room asking each student to dictate a sentence to you, as you write it on the board. Go around the class as many times as necessary to complete the story.

LEVEL: 0.0 – 1.9

STANDARD: 1

BENCHMARK: 1.7

TITLE: Comic Strips

MATERIALS: Comic strips

ACTIVITY: Provide a cartoon or comic strip without words and ask the student to tell you what is happening based on the pictures.

LEVEL: 0.0 – 1.9

STANDARD: 2

BENCHMARK: 2.1

TITLE: Using the Five Senses for Learning Letters

MATERIALS: Chalkboard and chalk or dry erase board and marker, modeling clay, sand, paper, pencils

ACTIVITY: Encourage the student to use his five senses.

For example, when teaching a new letter ask the student to: hear it, say it, trace it on paper, copy it, write it in the air, write it with chalk, trace it on a rough surface such as sand, shape it with modeling clay and trace it on the board with his finger.

LEVEL: 0.0 – 1.9

STANDARD: 2

BENCHMARK: 2.1

TITLE: Printing Letters

MATERIALS: 3 – D or sandpaper letters, paper, variety of pencils and pens

ACTIVITY: 3 – D or sandpaper letters are especially helpful for those students with letter reversal problems.

Provide several kinds and sizes of writing instruments when practicing the printing of a letter.

Encourage the student not to erase. Instead, ask her to try several times and choose the one she likes the most.

Keep samples so the student can later see her improvement.

LEVEL: 0.0 – 1.9

STANDARD: 2

BENCHMARK: 2.1

TITLE: Letter Identification by Touch

MATERIALS: 3 – D or textured letters, paper, pencils, pens

ACTIVITY: Choose five letters to review.

Ask the student to study the letter.

Then ask the student to close his eyes and identify the letter by touch.

LEVEL: 0.0 – 1.9

STANDARD: 2

BENCHMARK: 2.1

TITLE: Kinesthetic Letters

MATERIALS: 3 – D or textured letters, sand or sugar, clay, paper, pencils, pens

ACTIVITY: Call out a letter and ask the student to write it in sand or sugar with her finger.

Call out a letter and ask the student to form the letter with clay.

Call out a letter and ask the student to write the letter on paper.

LEVEL:	0.0 – 1.9
STANDARD:	2
BENCHMARK:	2.1
TITLE:	Learning Letters with Differences
MATERIALS:	Index cards, paper, pencils, pens
ACTIVITY:	Teach letters that have obvious differences first.

Example: *a* and *i*

Separate lesson on letters and words commonly confused. For example, be sure the student fully understands how to write *b* before teaching *d*.

Benchmark: 2.1

LEVEL:	0.0 – 1.9
STANDARD:	2
BENCHMARK:	2.1
TITLE:	Lower Case Letter Flash Cards
MATERIALS:	Twenty-six index cards, pencils, pens, markers
ACTIVITY:	Make index cards of lower case letters to use as flash cards.

LEVEL: 0.0 – 1.9

STANDARD: 2

BENCHMARK: 2.1

TITLE: Matching Upper and Lower Case Letters

MATERIALS: Index cards, poster board, laminating material, paper, pencils, pens

ACTIVITY: Cut poster board in half. Write lower case letters on one piece of poster board and upper case letters on the other. Laminate.

Cut index cards into whatever size is needed to fit on one of the letters on the poster board. Write each lower case letter and each upper case letters on separate cards.

Ask the student to match lower case cards to lower case letters on the poster board. Ask the student to match upper case cards to upper case letters on the poster board.

As the student progresses, she can match upper case cards to lower case laminate and vice versa.

LEVEL: 0.0 – 1.9

STANDARD: 2

BENCHMARK: 2.1

TITLE: Verbal Comprehension of Letters

MATERIALS: Paper, pencils, grease pencils, laminating materials

ACTIVITY: Make a copy of a typewriter/computer keyboard. Laminate.

Ask the student to draw an *X* with a grease pencil on the letter called out by another student or the teacher.

LEVEL: 0.0 – 1.9

STANDARD: 2

BENCHMARK: 2.1

TITLE: Circling Letters in Newspaper

MATERIALS: Newspaper, pencils, pens or markers

ACTIVITY: Ask the student to look at the headlines of the newspaper.

Ask him to circle specific letters of the alphabet with a pencil, pen or marker.

LEVEL: 0.0 – 1.9

STANDARD: 2

BENCHMARK: 2.1, 2.2

TITLE: Initial Consonants through Sight Words

MATERIALS: Sight word lists, student and/or teacher created word lists, paper, pencils, pens

ACTIVITY: Use sight words to teach consonants.

All consonants should be taught in the initial position except x, which should be taught first at the end of a word, because this is where it occurs most frequently.

LEVEL: 0.0 – 1.9

STANDARD: 2

BENCHMARK: 2.1, 2.2, 2.3

TITLE: Feeling Sounds

MATERIALS: Paper, pencils, pens

ACTIVITY: Ask the student to place his fingers gently against his mouth to *feel* newly introduced letter sounds.

Ask the student to voice the sound several times, then repeat teacher-suggested words containing the sound.

LEVEL: 0.0 – 1.9

STANDARD: 2

BENCHMARK: 2.1, 2.2, 2.3

TITLE: Alphabet Letter/Sound Identification

MATERIALS: Twenty-six index cards, paper, pencils, pens

ACTIVITY: Make an index card for each letter/sound. Write lower case and capital (upper case) letters.

Say the letter's name; ask the student to identify the letter.

Say four words that begin with that letter, asking the student to listen for the beginning sound.

Say those same words one at a time; ask the student to repeat each word.

Add other words with the practice consonant in later lessons.

Benchmark: 2.1, 2.2, 2.3

LEVEL: 0.0 – 1.9

STANDARD: 2

BENCHMARK: 2.1, 2.2, 2.3

TITLE: Letter Sound Associations

MATERIALS: Paper, pencils, pens

ACTIVITY: Use associations whenever possible. When teaching a letter, for example, ask the student to think of words that begin with the letter (*s: sun, sand, sit*).

Ask her to choose one of the words as her key word for the letter. Teach her the sound of the letter.

Tell the student various words with and without the beginning consonant sound and see if she can discriminate.

Benchmark: 2.1, 2.2, 2.3, 2.4

LEVEL:	0.0 – 1.9
STANDARD:	2
BENCHMARK:	2.1, 2.2, 2.3, 2.4
TITLE:	<i>Sesame Street</i> for Adults
MATERIALS:	Television
ACTIVITY:	Encourage student to watch <i>Sesame Street</i> at home, if available.

LEVEL: 0.0 – 1.9

STANDARD: 2

BENCHMARK: 2.2

TITLE: Initial S Sound

MATERIALS: Sight word lists, student and/or teacher created word lists, paper, pencils, pens

ACTIVITY: Teach the sound of s as in *soil* first.

Then teach the z sound of s (usually within the word), as in *easy* or *does*.

LEVEL: 0.0 – 1.9

STANDARD: 2

BENCHMARK: 2.2

TITLE: The Beginning and End of *X*

MATERIALS: Sight word lists, student and/or teacher created word lists, paper, pencils, pens

ACTIVITY: First teach the sound of *x* at the end of a word, where it sounds like *s*. Then teach it in the initial position where it has a *z* sound. *Xerox* has both *x* sounds.

LEVEL: 0.0 – 1.9

STANDARD: 2

BENCHMARK: 2.2

TITLE: Initial Sounds of *C* and *G*

MATERIALS: Sight word lists, student and/or teacher created word lists, paper, pencils, pens

ACTIVITY: Teach the hard sounds first: (*cake, gum*).

Teach the soft sounds (*city, germ*) later.

C and *g* are usually hard when followed by *a, o, or u*; soft when followed by *e* or *i*.

LEVEL: 0.0 – 1.9

STANDARD: 2

BENCHMARK: 2.2

TITLE: Initial Q Sound

MATERIALS: Sight word lists, student and/or teacher created word lists, paper, pencils, pens

ACTIVITY: Teach *q* at the beginning of the word first.

Emphasize that it never appears without *u* following it.

LEVEL: 0.0 – 1.9

STANDARD: 2

BENCHMARK: 2.2

TITLE: Beginning Y Sound

MATERIALS: Sight word lists, student and/or teacher created word lists, paper, pencils, pens

ACTIVITY: Teach the consonant y at the beginning of a word; otherwise, it has a vowel sound.

Examples: yes (consonant sound)
city (vowel sound)

LEVEL: 0.0 – 1.9

STANDARD: 2

BENCHMARK: 2.2

TITLE: Initial Consonant Word Game

MATERIALS: Large sheets of paper, pencils, pens

ACTIVITY: Provide large sheets of paper on which grids have been drawn.

Provide a word bank at the bottom of the paper.

The first student chooses a word from the word bank and writes the letters of the word in the squares of the grid. He announces to the group the initial consonant letter and the word.

Student #2 chooses a word from the word bank, which begins with a letter in the first word. Student #2 also announces the word and the initial consonant. He writes it in the grid spaces under the correct letter in the first word.

Play continues until all possible words have been used.

(Adapted from Kennedy & Sarkisian, 1979, p. 93)

LEVEL: 0.0 – 1.9

STANDARD: 1, 2

BENCHMARK: 1.6, 2.2

TITLE: Identifying Beginning Consonant Sounds

MATERIALS: Paper, pencils, pens

ACTIVITY: Call out a word and ask the student to identify the beginning consonant.
Use words from stories.

Start and finish the lesson by reading a passage, such as a language experience story or other writing from which the words came.

This is a useful technique for all phonics instruction.

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

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)

LEVEL: 0.0 – 1.9

STANDARD: 2, 3

BENCHMARK: 2.2, 3.1

TITLE: Word Domino

MATERIALS: Fifteen-twenty index cards, paper, pencils, pens

ACTIVITY: Make 45-60 cards from index cards cut into thirds.

Each card should have a line drawn down the middle with a word on each side. Examples: car/cement, cut/copper, cigar/traffic. Each word must have only one letter *c* in it: some sound like *k*, some like *s*. The position of the sounds can vary (beginning or end); sometimes use *ss*, sometimes *ks* and sometimes one word of each sound.

Each student draws seven cards, face down, from the pile. Students may look at their own cards but no one else's.

The first student puts a card, face up, on the table. The next student places a card next to one of the two words on the card. The two words that touch must have the same sound of the letter *c* in them.

Example: Student #1 puts down car/cement card.

Student #2 puts down cigar/traffic card with *cigar* touching the *cement* side of the first student's card.

Student #3 continues to add a card with the same sound of *c* as the one in *cement* and *cigar*.

Students continue building onto the domino. If students do not have a word that fits, they draw from the pile until they find one.

Continue until all cards have been played.

(Adapted from Kennedy & Sariusian, 1979, p. 66)

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: 0.0 – 1.9

STANDARD: 2

BENCHMARK: 2.3

TITLE: Learning the Vowels

MATERIALS: Paper, pencils, pens

ACTIVITY: Explain what a vowel is and have students memorize the following:
a, e, i, o, u and sometimes y are vowels.

Ask students to practice writing and pronouncing the vowels. Explain that when a vowel is long, it says its own name. When a word has only one vowel at the end of the word, it is usually long. Give examples: *he, she, hi, go.*

Students then may practice writing these words in fill-in-the-blank sentences provided by you. Provide them with a word bank and go over the words first.

LEVEL: 0.0 – 1.9

STANDARD: 2

BENCHMARK: 2.3

TITLE: Long Vowels

MATERIALS: Paper, pencils, pens

ACTIVITY: List the vowels across the top of a page (as if heading columns).

Ask the student to give the names of the letters. Tell the student that when a vowel says its name in a word, we call it a *long vowel*.

Give an example for *long a*, writing it under the *a* column and pronouncing the word as you write it.

a
day

Ask the student for an example; add it to the column.

a
day
play

Repeat with other vowels, one per day.

Benchmark: 2.3, 2.4, 2.8, 3.1

LEVEL:	0.0 – 1.9
STANDARD:	2, 3
BENCHMARK:	2.3, 2.4, 2.8, 3.1
TITLE:	Vowel Board
MATERIALS:	10-15 index cards, place markers, newsprint or construction paper, paper, pencils, pens

ACTIVITY: Use a roll of newsprint or large sheets of construction paper to make a path of squares. On each square, except the last square, print a one-syllable word that has a long or short vowel sound. On the last square print the word *Finish*.

Provide a pack of 10-15 direction cards. Examples: *Go to a word that sounds like cat*, or *Go to a word that sounds like fish*. Direction cards are put face down in a pile next to the board.

Each student gets a marker: a button, coin, etc. Students take turns drawing from the pile, reading directions aloud (allow time for student to first silently read directions) and moving markers to the appropriate square.

Continue until all students finish.

Alternative: This game can be used to teach many other skills. For example, make cards with sentences omitting punctuation. The students move their markers to appropriate punctuation marks on the board.

(Adapted from Kennedy & Sarkisian, 1979, p. 64)

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.

LEVEL: 0.0 – 1.9

STANDARD: 2

BENCHMARK: 2.4

TITLE: Rhyming, Reading and Word Families

MATERIALS: Paper, pencils, pens

ACTIVITY: Build word families in the context of reading rather than as an isolated exercise.

For example, the student cannot read *shook*. On a piece of paper, write *cook*; the student reads it, with assistance if needed; write *book*; the student reads; write *took*; the student reads. Then write *shook* and ask the student to read it.

LEVEL: 0.0 – 1.9

STANDARD: 2, 3

BENCHMARK: 2.4, 3.1

TITLE: Words that Rhyme

MATERIALS: Index cards, paper, pencils, pens

ACTIVITY: Rhyming words are groups of words that have similar spellings and pronunciations. Members of a single word family rhyme.

Use word families as tools to teach a specific skill or as an extra activity to emphasize skills you are teaching, but do not focus on these too much as the student needs to be reading for meaning.

Select a simple, one-syllable word from the student's sight word list: *man*, for example. It is important that she learn the first word in the word family as a sight word.

Print *an* in the upper left-hand corner of a card and the letter *m* in the upper right hand corner of another card. Place the two cards side-by-side to make the word *man*. Ask the student to read the word.

Print *c* in the upper right-hand corner of another card and place it so that the *c* covers the *m* to make the word *can*. If *can* is not one of the student's sight words, explain that *c-a-n* spells *can*. Ask her to say the word while looking at it.

Print *f* in the upper right-hand corner of another card, and place it over the *c* to make *fan*. Ask your student to read it. Tell her that these words rhyme.

Give a few examples of rhyming words so she can hear the end similarity. Ask for another word that rhymes with *man*. Write the word. Show her how it looks like the other words.

Print these four words in vertical order on a card: *man*, *can*, *fan*, *tan*. Ask the student to tell you what is the same (alike) and what is different in these four words. Emphasize that the *an* remains the same. These four words belong to the *an* family.

Add new words in the *an* word family from later readings to the card set. Ask the student to use these words in sentences to check for meaning.

(Adapted from Hakanson & Gunderson, 1986)

LEVEL: 0.0 – 1.9

STANDARD: 2

BENCHMARK: 2.5

TITLE: Word Order in Statements and Questions

MATERIALS: Chalkboard and chalk or dry erase board and marker

ACTIVITY: Explain to students that a question is a sentence that asks something. A statement is a sentence that provides information.

In a question the verb comes before the subject. In a statement the verb comes after the subject. Be sure the students understand the definitions of subject and verb.

Request that the students make statements and ask questions, as you write these on the board.

Ask students to identify the subjects and verbs in the sentences and note the order in which these occur.

LEVEL: 0.0 – 1.9

STANDARD: 2

BENCHMARK: 2.5, 2.8

TITLE: Feelings and Punctuation Marks

MATERIALS: Index cards, paper, pencils, pens

ACTIVITY: Provide two piles of index cards. One pile has short sentences or single words printed on the cards.

Examples: OK, hello, ouch, how are you, happy birthday, is it raining, what time is it, etc.

The other pile has cards on which punctuation marks have been printed to match the sentences and words on the other cards. There should be several more punctuation cards than sentence cards so that automatic matches cannot be made toward the end of the game.

The two piles of cards are placed face down on the table. The first student picks up a sentence card and a punctuation card and turns them face up. He reads them aloud (allow time for student to first silently read sentence) and decides if the punctuation card matches the sentence. If it does, he has a pair. If not, the student puts the inappropriate punctuation card in a discard pile and tries again until he has the correct card.

After the student finds a match, reshuffle the cards into their respective piles, and the next student begins.

Continue until all sentence cards have been used.

(Adapted from Kennedy & Sarkisian, 1979, p. 72)

Benchmark: 2.5, 2.8, 3.2, 4.4, 4.8

LEVEL: 0.0 – 1.9

STANDARD: 2, 3, 4

BENCHMARK: 2.5, 2.8, 3.2, 4.4, 4.8

TITLE: Round Robin

MATERIALS: Paper, pencils, pens

ACTIVITY: Ask each student to write a simple question at the top of a piece of paper, such as *How are you today?* Ask students to pass papers to the right. Students then read the question they receive and write an answer. Then each student writes a new question on the same piece of paper and passes the paper to the right.

Writing answers and new questions continues until papers return to the originator of the first question.

The students then read questions and answers aloud to the whole group (allow time for students to first read silently before reading aloud). Assist the students with end punctuation for declarative and interrogative sentences.

(Adapted from Kennedy & Sarkisian, 1979, p. 104)

LEVEL:	0.0 – 1.9
STANDARD:	2, 4
BENCHMARK:	2.5, 2.8, 4.8
TITLE:	Exaggerated Drama
MATERIALS:	Chalkboard and chalk or dry erase board and marker, paper, pencils, pens
ACTIVITY:	Use a dramatic script to teach declarative, interrogative and exclamatory sentences. Write the script on the board.

Example: Bill: “Is the bus here yet?”
Betty: “Do you see it?”
Bill: “No, I don’t!”
Betty: “See, you didn’t need me to tell you.”

Practice reading these sentences with exaggerated drama.

Encourage the students to add to the dialogue. Write the dialogue on the board and ask the students to decide which punctuation mark to use at the end of each sentence.

LEVEL: 0.0 – 1.9

STANDARD: 2, 4

BENCHMARK: 2.5, 2.8, 4.8

TITLE: How Would You Answer This?

MATERIALS: Paper, pencils, pens

ACTIVITY: Student may practice end punctuation skills by transcribing teacher dictation.

Another way to provide this practice is by asking the students to answer questions.

Examples: What is your address?
What would you say if you burned your finger?
Where were you born?
When is your birthday?

LEVEL: 0.0 – 1.9

STANDARD: 2, 4

BENCHMARK: 2.5, 2.8, 4.8

TITLE: Note Exchange

MATERIALS: Paper, pencils, pens

ACTIVITY: Encourage a student to exchange notes with another student. This gives both students practice with asking and answering questions.

LEVEL: 0.0 – 1.9

STANDARD: 2, 4

BENCHMARK: 2.5, 2.8, 4.8

TITLE: Matching Periods and Question Marks with Sentences

MATERIALS: Folders, glue, paper, pencils, pens, scissors

ACTIVITY: Glue two pockets on one side of the inside of a folder, one with a period and the other with a question mark on the front. Glue a third pocket on the other side of the folder; place easy-to-read sentences, without end punctuation, in this pocket.

The student reads a sentence and puts it in the correct pocket.

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.

- LEVEL:** 0.0 – 1.9
- STANDARD:** 2
- BENCHMARK:** 2.6
- TITLE:** Identifying the Meaning of Plural Nouns
- MATERIALS:** Newspaper
- ACTIVITY:** Explain to students that an s or es added to a noun means more than one.

Example: One dog ate. (Singular *dog*)
Many dogs ate. (Plural *dogs*)

Ask students to locate the comic section of the newspaper.

Read comic strips to students and ask them to identify any noun with an s or es ending.

Ask how the meaning would be different if the noun was singular.

LEVEL: 0.0 – 1.9

STANDARD: 2

BENCHMARK: 2.6

TITLE: Changing Singular Nouns to Plural in Sentences

MATERIALS: Paper, pencils, pens

ACTIVITY: Write a series of sentences in which singular nouns are used.

Ask the student to rewrite the sentences, changing singular nouns to plural, choosing the correct form from a word bank at the bottom of the page.

Example: She saw a little child walking down the street.
She saw two little children walking down the street.

LEVEL: 0.0 – 1.9

STANDARD: 2

BENCHMARK: 2.6

TITLE: Plural Flip Cards

MATERIALS: Index cards, one hole puncher, rings to hold cards, paper, pencils, pens

ACTIVITY: Make a set of index cards with singular words whose plural endings are s or es.

On a longer card write s and es.

Bind all together on a ring.

Flip the cards and ask the student to select the correct ending, s or es.
Ask the student to pronounce the new word.

(Adapted from Bums & Roe, 1979, p. 68)

LEVEL: 0.0 – 1.9

STANDARD: 2

BENCHMARK: 2.6

TITLE: Personal Plurals

MATERIALS: Paper, pencils, pens

ACTIVITY: Help the student make two lists: (1) things of which you usually have one: nose, mouth, home, etc., (2) things of which you have more than one: eyes, ears, dishes, etc.

Discuss the difference between one and more than one.

LEVEL: 0.0 – 1.9

STANDARD: 2

BENCHMARK: 2.6

TITLE: Plurals with Recipes

MATERIALS: Recipes, highlighter pens

ACTIVITY: Read a recipe with the student.

Discuss one and more than one. Find examples of each.

Ask the student to highlight the numbers and s or es endings for ingredients that are plural.

Examples: two cups of milk
three carrots

LEVEL: 0.0 – 1.9

STANDARD: 2

BENCHMARK: 2.6

TITLE: Plural Concentration

MATERIALS: 48 index cards, pencils, pens

ACTIVITY: This is a game of concentration. Make 24 pairs of cards, one of the pair with the singular form of a word, and the other one with the plural form.

Example: child, children

Cards are shuffled and placed face down on the table in rows to form a square.

The first student turns over two cards.

If they match, singular and plural, the student keeps the pair and takes another turn. If they do not match, cards are turned face down again, and the next student takes a turn.

Ask the students to try to remember the location of each card.

Continue until all cards are matched.

Alternative: If this seems too difficult, students leave cards turned face up as game progresses. Any time a student turns up a match, he takes the pair to keep. This game can also be used to teach past/present tense, contractions, etc.

(Adapted from Kennedy & Sarkisian, 1979, p 60)

LEVEL: 0.0 – 1.9

STANDARD: 2

BENCHMARK: 2.6

TITLE: Adding Plurals to a Story

MATERIALS: Books, magazines, paper, pencils, pens, index cards

ACTIVITY: Make a copy of a short two or three sentence story (large type).
Write s on an index card.

Omit s in plurals. The student can place s cards where needed or write the letter.

Ask the student to explain how she knows s is necessary.

Assist her in locating determiners, words such as *these*, *a lot*, *many*.

LEVEL: 0.0 – 1.9

STANDARD: 2

BENCHMARK: 2.6

TITLE: Plural Word Wheel

MATERIALS: Poster board or paper, fastener, pencils

ACTIVITY: To help the student recognize regular plural formations (s and es), cut two circles from a poster board, one smaller than the other.

Place the smaller circle on top of the larger and attach them in the center with a paper fastener, enabling the wheel to turn.

On the smaller, top wheel, write singular words familiar to the student.

Write s and es on the larger, bottom wheel in different places.

Turn the wheel to line up the singular word with the correct ending, s or es. Ask the student to identify the new word.

(Adapted from Burns & Roe, 1979, p. 68)

LEVEL:	0.0 – 1.9
STANDARD:	2
BENCHMARK:	2.6
TITLE:	I'm, I'd, He's, He'd, They're, They'd
MATERIALS:	48 index cards, pencils, pens
ACTIVITY:	Make 24 pairs of cards, one pile with pronouns and one pile with contractions.

Examples: he, she, they, 's, 'd, 'll

Cards are shuffled and placed face down on the table. The first student turns over one card from each pile. If the student says the contraction correctly, he keeps the pair and takes another turn. If not, cards are turned face down again, and the next person takes a turn.

Continue until all cards are matched.

Alternative: If this seems too difficult, students leave cards turned face up as game progresses. Any time a student turns up a match, he takes the pair to keep. This game can also be used to teach past/present tense, contractions, etc.

(Adapted from Kennedy & Sarkisian, 1979, p. 60)

LEVEL: 0.0 – 1.9

STANDARD: 2

BENCHMARK: 2.6

TITLE: Pronoun Referents

MATERIALS: Chalkboard and chalk or dry erase board and marker

ACTIVITY: Write sentences on board with the nouns underlined.

Ask students to replace the underlined nouns with the correct pronouns.

This can also be done in reverse using a word bank to refer to for correct noun replacements.

LEVEL: 0.0 – 1.9

STANDARD: 2

BENCHMARK: 2.7

TITLE: Identifying Possessives

MATERIALS: Newspaper

ACTIVITY: Explain to students that the 's at the end of a word indicates possession.

Example: Helen's cat is four years old. The 's at the end of the word Helen means the cat belongs to Helen.

Ask the students to choose an article in the newspaper and circle and report on any possessive words they find.

LEVEL: 0.0 – 1.9

STANDARD: 2

BENCHMARK: 2.8

TITLE: Punctuation Flash Cards

MATERIALS: Index cards

ACTIVITY: On index cards write a series of declarative, exclamatory and interrogative sentences. Put one sentence on each card. Do not punctuate the sentences.

On the reverse side of the card, write the correct ending punctuation.

One or more students may use these as punctuation flash cards.

LEVEL: 0.0 – 1.9

STANDARD: 2

BENCHMARK: 2.8

TITLE: Map Punctuation

MATERIALS: United States map, paper, pencils, pens, chalkboard and chalk or dry erase board and marker

ACTIVITY: Using a map, ask the students to identify cities and states where they have been or would like to go.

Ask students to dictate sentences about these cities and states. Ask students to compose a sentence using either a period, a question mark or an exclamation point – vary end mark. Write sentences on the board.

Explain that a comma goes between the city and state.

LEVEL: 0.0 – 1.9

STANDARD: 2

BENCHMARK: 2.8

TITLE: Twenty Questions Variation

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

ACTIVITY: Write a few clues on the board about an object in the room.

Example: I have four legs. I am brown. People use me everyday. What am I?
Students answer, “a chair.”

Ask each student to silently pick out an object or a person and write a few clues on a piece of paper.

Students then take turns reading their clues aloud to the class.

Ask the class to guess what the object is or who the person is.

(Adapted from Kennedy & Sarkisian, p. 105)

LEVEL: 0.0 – 1.9

STANDARD: 3

BENCHMARK: 3.1

TITLE: Word Visualization

MATERIALS: Teacher and/or student created stories, books, paper, pencils, pens

ACTIVITY: When a long or abstract word is introduced, ask the student to look at the word, close his eyes and mentally visualize the word.

Ask the student to repeat this process several times.

When that word recurs in reading, encourage the student to look at the word, say it and close his eyes to visualize the word again.

LEVEL: 0.0 – 1.9

STANDARD: 3

BENCHMARK: 3.1

TITLE: Basic Vocabulary Flash Cards

MATERIALS: Teacher generated flash cards

ACTIVITY: Make a set of 20 flash cards with basic vocabulary words.

Together the student and teacher go through each set, eliminating those mastered. Student and teacher repeat those not mastered until the student is able to read all the words.

LEVEL: 0.0 – 1.9

STANDARD: 2, 3

BENCHMARK: 2.2, 3.1

TITLE: Word Domino

MATERIALS: Fifteen-twenty index cards, paper, pencils, pens

ACTIVITY: Make 45-60 cards from index cards cut into thirds.

Each card should have a line drawn down the middle with a word on each side. Examples: *car/cement*, *cut/copper*, *cigar/traffic*. Each word must have only one letter *c* in it: some sound like *k*, some like *s*. The position of the sounds can vary (beginning or end); sometimes use *ss*, sometimes *ks* and sometimes one word of each sound.

Each student draws seven cards, face down, from the pile. Students may look at their own cards but no one else's.

The first student puts a card, face up, on the table. The next student places a card next to one of the two words on the card. The two words that touch must have the same sound of the letter *c* in them.

Example: Student #1 puts down *car/cement* card.

Student #2 puts down *cigar/traffic* card with *cigar* touching the *cement* side of the first student's card.

Student #3 continues to add a card with the same sound of *c* as the one in *cement* and *cigar*.

Students continue building onto the domino. If students do not have a word that fits, they draw from the pile until they find one.

Continue until all cards have been played.

(Adapted from Kennedy & Sariusian, 1979, p. 66)

Benchmark: 2.3, 2.4, 2.8, 3.1

LEVEL:	0.0 – 1.9
STANDARD:	2, 3
BENCHMARK:	2.3, 2.4, 2.8, 3.1
TITLE:	Vowel Board
MATERIALS:	10-15 index cards, place markers, newsprint or construction paper, paper, pencils, pens

ACTIVITY: Use a roll of newsprint or large sheets of construction paper to make a path of squares. On each square, except the last square, print a one-syllable word that has a long or short vowel sound. On the last square print the word *Finish*.

Provide a pack of 10-15 direction cards. Examples: *Go to a word that sounds like cat*, or *Go to a word that sounds like fish*. Direction cards are put face down in a pile next to the board.

Each student gets a marker: a button, coin, etc. Students take turns drawing from the pile, reading directions aloud (allow time for student to first silently read directions) and moving markers to the appropriate square.

Continue until all students finish.

Alternative: This game can be used to teach many other skills. For example, make cards with sentences omitting punctuation. The students move their markers to appropriate punctuation marks on the board.

(Adapted from Kennedy & Sarkisian, 1979, p. 64)

LEVEL: 0.0 – 1.9

STANDARD: 2, 3

BENCHMARK: 2.4, 3.1

TITLE: Words that Rhyme

MATERIALS: Index cards, paper, pencils, pens

ACTIVITY: Rhyming words are groups of words that have similar spellings and pronunciations. Members of a single word family rhyme.

Use word families as tools to teach a specific skill or as an extra activity to emphasize skills you are teaching, but do not focus on these too much as the student needs to be reading for meaning.

Select a simple, one-syllable word from the student's sight word list: *man*, for example. It is important that she learn the first word in the word family as a sight word.

Print *an* in the upper left-hand corner of a card and the letter *m* in the upper right hand corner of another card. Place the two cards side-by-side to make the word *man*. Ask the student to read the word.

Print *c* in the upper right-hand corner of another card and place it so that the *c* covers the *m* to make the word *can*. If *can* is not one of the student's sight words, explain that *c-a-n* spells *can*. Ask her to say the word while looking at it.

Print *f* in the upper right-hand corner of another card, and place it over the *c* to make *fan*. Ask your student to read it. Tell her that these words rhyme.

Give a few examples of rhyming words so she can hear the end similarity. Ask for another word that rhymes with *man*. Write the word. Show her how it looks like the other words.

Print these four words in vertical order on a card: *man*, *can*, *fan*, *tan*. Ask the student to tell you what is the same (alike) and what is different in these four words. Emphasize that the *an* remains the same. These four words belong to the *an* family.

Add new words in the *an* word family card set from later readings. Ask the student to use these words in sentences to check for meaning.

(Adapted from Hakanson & Gunderson, 1986)

LEVEL: 0.0 – 1.9

STANDARD: 3

BENCHMARK: 3.1, 3.2

TITLE: The World and Me

MATERIALS: Forms, magazines, junk mail, newspaper, paper, pencils, pens

ACTIVITY: Ask students to bring forms, magazine clippings, junk mail, etc. to class.

Ask the students to look through the materials in search of new vocabulary words.

These new words can be copied onto each student's individual vocabulary list.

LEVEL: 0.0 – 1.9

STANDARD: 3

BENCHMARK: 3.1, 3.2

TITLE: Words with Pictures

MATERIALS: Magazines, newspapers, pictures of signs, poster board, glue, markers

ACTIVITY: Use magazines, newspapers or any other source for pictures to glue onto poster board.

Print the word that describes the images in lower case letters beneath the picture.

LEVEL: 0.0 – 1.9

STANDARD: 3

BENCHMARK: 3.1, 3.2

TITLE: Word Bingo

MATERIALS: Index cards, poster board, marker, paper, pencils, pens

ACTIVITY: Create your own bingo cards with words; use paper or poster board for the cards.

For chips print words on small pieces of index cards (cut to fit on the bingo card).

Play the same as regular bingo, except that the caller announces word definitions rather than letters or numbers.

Benchmark: 3.1, 3.2

LEVEL: 0.0 – 1.9

STANDARD: 3

BENCHMARK: 3.1, 3.2

TITLE: Reading in Context

MATERIALS: Books, teacher and/or student created stories, highlighter, paper, pencils, pens

ACTIVITY: Ask the student to highlight unfamiliar words in the text. Read the text with the student, emphasizing each highlighted word.

Ask the student to write sentences using the highlighted words.

LEVEL: 0.0 – 1.9

STANDARD: 3

BENCHMARK: 3.1, 3.2

TITLE: Deciphering Words

MATERIALS: Paper, pencils, pens

ACTIVITY: When reading, if the student comes to an unfamiliar word, ask the student to skip that word and finish the sentence.

Ask her to reread the preceding sentence, the sentence containing the unfamiliar word and the following sentence.

The meaning of the *mystery word* may be decipherable based on the context in which it is used.

Benchmark: 3.1, 3.2, 3.4, 4.4

LEVEL: 0.0 – 1.9

STANDARD: 3, 4

BENCHMARK: 3.1, 3.2, 3.4, 4.4

TITLE: Language Experience Stories

MATERIALS: Index cards, paper, pencils, pens

ACTIVITY: The student dictates a sentence or story to you.

To get started, ask the student to think of a story he would like to tell a young relative or friend. For instance, “One night when your mom was pregnant with you...” or “I used to love riding my go-cart around the neighborhood. I remember one afternoon...”

Neatly write, word for word, what the student says. Use correct spelling but do not change the student’s grammar. One to three sentences are enough in the beginning.

Read the story to the student. Then have the student read it to you. This can be done several times until the student is comfortable with his reading.

Ask the student to copy the sentences. Reread the story frequently.

Use words from the story to teach as sight words, writing them on index cards.

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)

LEVEL: 0.0 – 1.9

STANDARD: 3, 4

BENCHMARK: 3.1, 3.2, 4.2

TITLE: Matching Pictures and Sentences

MATERIALS: Pictures from magazines, paper strips, pens, markers

ACTIVITY: Provide a set of pictures from magazines, and a set of sentences printed on strips of paper, one sentence for each picture.

Each student chooses a picture, and then finds the matching sentence. Alternately, she may choose a sentence strip, and then find the picture to match.

After students match sentences and pictures, they put them in order to form a story.

(Adapted from Kennedy & Sarkisian, 1979, p. 68)

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 his younger relatives or friends.

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.

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, 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.

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: 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: 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: 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, 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.

LEVEL: 0.0 – 1.9

STANDARD: 3

BENCHMARK: 3.2

TITLE: Names and Ages

MATERIALS: Paper, pencils, pens

ACTIVITY: Ask student to find out the ages of a number of people she knows.

Make a list of the names and ages. Group the list by age, reading names and ages aloud as you write them down.

Ask student to read the names and numbers.

LEVEL: 0.0 – 1.9

STANDARD: 3

BENCHMARK: 3.2

TITLE: Two-Syllable Words

MATERIALS: Paper, pencils

ACTIVITY: Explain that in most two-syllable words, the first syllable is accented.

Make a list of two-syllable words taken from the student's language experience stories.

Ask the student to first read words in the context of her story and then to read them on the list.

LEVEL: 0.0-1.9

STANDARD: 3

BENCHMARK: 3.2

TITLE: Matching Places of Employment and Words

MATERIALS: Pictures or magazine cutouts of places of employment, sentence strips or paper, pencils, pens

ACTIVITY: Provide a collection of pictures illustrating various places of employment: restaurant, store, gas station, factory, school, dentist's office, bakery, hospital, etc.

Provide student with sentence strips which match the places of employment.

Ask the student to practice matching pictures to strips.

Ask the student to dictate sentences describing his own place of employment. Write the sentences on the board and ask him copy them.

LEVEL: 0.0 – 1.9

STANDARD: 3

BENCHMARK: 3.2

TITLE: Homework Assignment

MATERIALS: Labels, advertisements, mail, recipes, manuals, letters, comics, children's books, paper, pencils, pens

ACTIVITY: Each day the student may bring in some things she would like to read: labels, ads, mail, recipes, manuals, letters, comics, poems, children's books, etc.

Read text aloud with the student following along, and then ask the student to try to read it aloud to you.

Ask the student to write down any difficult words in her word bank book.

LEVEL:	0.0 – 1.9
STANDARD:	3
BENCHMARK:	3.2
TITLE:	Reading Grocery Store Ads
MATERIALS:	Grocery store ads from newspaper
ACTIVITY:	Read grocery store advertisements aloud, asking student to follow along. Discuss pictures, words, and prices.

Benchmark: 2.5, 2.8, 3.2, 4.4, 4.8

LEVEL: 0.0 – 1.9

STANDARD: 2, 3, 4

BENCHMARK: 2.5, 2.8, 3.2, 4.4, 4.8

TITLE: Round Robin

MATERIALS: Paper, pencils, pens

ACTIVITY: Each student writes a simple question at the top of a piece of paper, such as *How are you today?* Ask students to pass papers to the right. Students then read the question they receive and write an answer. Then each student writes a new question on the same piece of paper and passes the paper to the right.

Writing answers and new questions continues until the original papers come back to the originator of the first question.

The students then read questions and answers aloud to the whole group (allow time for students to first read silently before reading aloud). Assist the students with end punctuation for declarative and interrogative sentences.

(Adapted from Kennedy & Sarkisian, 1979, p. 104)

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.

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).

Continued on back

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

STANDARD: 3

BENCHMARK: 3.2, 3.4

TITLE: Whole Language Sports Story with Numbers

MATERIALS: Paper, pencils, pens

ACTIVITY: Ask the student to dictate a story about her favorite sports team. (If the student does not like sports, pick another activity the student likes.)

Encourage the student to include numbers in the story.

Read the story with the student.

Benchmark: 3.2, 3.4, 4.2, 9.1, 11.1

LEVEL: 0.0 – 1.9, 2.0 – 3.9

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.

LEVEL: 0.0 – 1.9

STANDARD: 3, 6

BENCHMARK: 3.2, 6.1

TITLE: Making a Greeting Card

MATERIALS: Old greeting cards, construction paper, pens, colored pencils, markers

ACTIVITY: Provide a variety of old greeting cards: anniversary, sympathy, birthday, etc.

Discuss the types of greeting cards available at a card shop. Show examples and read the messages.

Name an occasion and ask the student to choose the appropriate type of card.

Then ask the student to make a greeting card using basic vocabulary.

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.

Benchmark: 3.2, 6.1, 13.1

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.

LEVEL: 0.0 – 1.9, 2.0 – 3.9

STANDARD: 3, 9

BENCHMARK: 3.2, 9.2

TITLE: Create a Monthly or Weekly 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: 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.

LEVEL: 0.0 – 1.9

STANDARD: 3

BENCHMARK: 3.3

TITLE: Copying Information

MATERIALS: Paper, pencils, pens

ACTIVITY: Ask the student to copy on lined paper his name, address, zip code, phone number and social security number beneath a sample you have provided.

LEVEL: 0.0 – 1.9

STANDARD: 3

BENCHMARK: 3.3

TITLE: Personal Information

MATERIALS: Paper, pencils

ACTIVITY: Write the student's name, address and telephone number on separate index cards.

Ask her to spell and read the information.

Practice several times.

LEVEL: 0.0 – 1.9

STANDARD: 3

BENCHMARK: 3.3

TITLE: Addressing an Envelope

MATERIALS: Blank envelopes, paper, pencils, pens

ACTIVITY: Ask the student to address an envelope to himself.

He may want to find a business address in the yellow pages of the phone book and correctly address an envelope to the business.

Demonstrate how to write titles of respect.

LEVEL: 0.0 – 1.9

STANDARD: 3

BENCHMARK: 3.3

TITLE: Change of Address Forms

MATERIALS: Address forms, paper, pens

ACTIVITY: Help the student fill out a change of address form.

LEVEL: 0.0 – 1.9

STANDARD: 3

BENCHMARK: 3.3

TITLE: Emergency Information Cards

MATERIALS: Index cards, paper, pens

ACTIVITY: Help the student make *emergency information cards* with the information in the activity *Personal Information*. Add additional information, such as emergency contact person, etc.

Discuss places he may wish to keep this information (wallet, next to telephone, in student folder, etc.).

LEVEL: 0.0 – 1.9

STANDARD: 3

BENCHMARK: 3.3

TITLE: Reading Personal Information

MATERIALS: Students' ID cards

ACTIVITY: Ask each student who wishes to participate to take out an ID card.

The students may exchange cards, taking time to notice photos on any picture ID. (Students seem to particularly enjoy this.)

Ask each student to locate and read the following information: name, address, zip code, age, birth date, gender, etc.

Due to the personal nature of this activity any student may decline to participate.

LEVEL:	0.0 – 1.9
STANDARD:	3
BENCHMARK:	3.3
TITLE:	Make Your Own Phone/Address Book
MATERIALS:	Spiral note pad, pen, friends' and relatives' phone numbers and addresses
ACTIVITY:	<p>Ask the student to bring in friends' and relatives' phone numbers and addresses.</p> <p>Ask the student to make a personalized phone/address book with all of this information.</p> <p>The phone/address book could be made a variety of ways; one way would be to use a spiral note pad.</p> <p>The student could label the first page with the letter <i>A</i>, the second page with the letter <i>B</i>, etc. Then she could write her friends' and relatives' phone numbers and addresses under the correct letter.</p>

LEVEL: 0.0 – 1.9

STANDARD: 3

BENCHMARK: 3.3

TITLE: Completing Forms

MATERIALS: Forms (contest entry blank, employment application, change of address, library card application, etc.), copy machine, paper, pencils, pens

ACTIVITY: Use an actual form — a contest entry blank, an employment application, etc., BUT make an enlarged copy. The small spaces provided on most forms can be intimidating and stress producing to the student.

Work on just one item at a time. Example: Read the words under the blank (Last Name, First Name, Middle Initial).

Ask the student to write, with assistance if necessary, just that information on a piece of scrap paper. Make any corrections on the draft.

Then ask the student to copy the information onto the form. That is enough for one session.

In the next session start with a fresh form. Ask the student to copy the name information. Then proceed to write the address on scrap paper. Edit and ask the student to transfer the information to the form.

Proceed through the rest of the information requested on the form — one item per session with a repeat of all previous items.

When the entire form has been completed, provide a blank form once or twice a week, gradually moving toward actual-size forms as mastery is approached.

LEVEL: 0.0 – 1.9

STANDARD: 3

BENCHMARK: 3.4

TITLE: Journal Writing

MATERIALS: Spiral notebook or folder, pen

ACTIVITY: Encourage beginning level readers to write in a journal.

Encourage the student to journal write every day using words from his word bank. Suggest that he write at least one sentence daily about any subject.

Invented spelling, which is when students sound out words for themselves, is fine. Do not focus on proper spelling but encourage writing itself. The student will become more independent and will give more consideration to letters and sounds if he spells words for himself.

Just as students need encouragement to read for meaning, they need encouragement to write with meaning.

Respond to journal entries in writing in the students' journal, thus creating a dialogue between the student and teacher.

LEVEL: 0.0 – 1.9

STANDARD: 3

BENCHMARK: 3.4

TITLE: Dictating and Reading

MATERIALS: Paper, pencils, pens or word processor

ACTIVITY: Ask the student to tell you a story. Ask a specific question about a topic about which you think a student would be interested.

Examples: What did you do over the weekend?
Describe your favorite food.
How did you meet your girl/boyfriend, wife/husband?
Tell me what makes you proud of yourself.
Tell me about a movie or television program you like.
Tell me about a vacation you enjoyed.
Tell me about an outfit you enjoy wearing.
Tell me about an animal you know.
Tell me what you will look like when you are old.

Print the student's dictation in her own words.

Ask the student to read aloud what you have written, giving assistance as needed.

LEVEL: 0.0 – 1.9

STANDARD: 3

BENCHMARK: 3.4

TITLE: Read and Write Your Order

MATERIALS: Restaurant menus, paper, pencils, pens

ACTIVITY: Collect menus from a variety of restaurants and create sample orders.

Students read and write the order, estimate the cost of the meal, then determine the exact price, including tip if appropriate.

Examples: vegetable and cheese sub and large soda
roast beef sandwich and small lemonade

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: 3.4, 4.4

LEVEL: 0.0 – 1.9

STANDARD: 3, 4

BENCHMARK: 3.4, 4.4

TITLE: Essay Writing

MATERIALS: Paper, pencils, pens

ACTIVITY: Ask the student to dictate stream of consciousness writing on a topic for a weekly class essay.

Help her organize a short paragraph.

Ask the student to copy this and read it aloud to you.

On successive days, ask her to repeat the reading.

As progress is made, she may want to share her writing with others.

LEVEL: 0.0 – 1.9

STANDARD: 4

BENCHMARK: 4.1

TITLE: News on Television

MATERIALS: Television news broadcast

ACTIVITY: Give students definitions of main idea and factual details.

Ask the students to listen to one short topic presented on the news (which is approximately the length of one paragraph).

Ask the students to listen for the main idea and factual details. Discuss.

LEVEL: 0.0 – 1.9

STANDARD: 4

BENCHMARK: 4.1

TITLE: Listening for the Main Idea and Details

MATERIALS: None

ACTIVITY: Give definitions to students of paragraph, main idea and factual details.

Ask a volunteer to speak extemporaneously for 1 minute about an assigned subject.

Examples: My Pet
What I Ate for Breakfast this Morning
My Best Friend

Ask the class to listen carefully with main idea and factual details in mind.
Discuss.

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.

LEVEL: 0.0 – 1.9

STANDARD: 4

BENCHMARK: 4.1, 4.3

TITLE: Predictions

MATERIALS: Action stories, paper, pencils, pens

ACTIVITY: Read a very short, open-ended action story.

Ask the students to verbalize, dictate or write their predictions of what will happen next.

While reading to, or assisting the students in reading, stop and ask what they think is going to happen next.

Ask both literal and interpretative questions.

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: 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: 0.0 – 1.9

STANDARD: 4

BENCHMARK: 4.2

TITLE: Step by Step

MATERIALS: Paper, pencils, pens

ACTIVITY: Ask the student to choose one item about which to write (refer to examples). Ask the student to dictate to you every step in the order in which it occurs.

Examples: Make a sandwich
Boil an egg
Brush teeth
Operate a can opener
Shine shoes
Sew on a button
Make soup from a can
Wash a dog
Make a paper airplane
Set the table
Look up a word in the dictionary
Get a library book
Make a phone call

LEVEL: 0.0 – 1.9

STANDARD: 4

BENCHMARK: 4.2

TITLE: Sentence Strips

MATERIALS: Paper, pencils, pens, scissors

ACTIVITY: Print a dialog on strips of paper. Mix them up.

Everyone in class gets a strip.

The task is to make meaningful dialog from ordering the strips in the correct sequence.

(Adapted from Kennedy & Sarkisian, 1979, p. 44)

LEVEL: 0.0 – 1.9

STANDARD: 4

BENCHMARK: 4.2

TITLE: Identifying the Order of Events in a Paragraph

MATERIALS: Newspaper, chalkboard and chalk or dry erase board and marker

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

Read a paragraph from the article aloud to the class.

Ask the students to tell you the sequence of events. Write student responses on the board.

Example:

1. The lit candle was unattended.
2. A fire started.
3. The house was burning.
4. The fire truck arrived.

The order of events in the paragraph may not be the order of events in time. Discuss.

LEVEL: 0.0 – 1.9

STANDARD: 4

BENCHMARK: 4.2

TITLE: How to Make Toast

MATERIALS: Paper, pencils, pens

ACTIVITY: Discuss time as an organizing element in writing.

Ask the students to compose a paragraph about making toast, provide assistance as needed.

Ask the students to write the sentences in the paragraph according to what happens first, second, third, etc.

LEVEL: 0.0 – 1.9

STANDARD: 4

BENCHMARK: 4.2

TITLE: Identifying the Order of Events in a Paragraph

MATERIALS: Word processor, scissors, paper, clear tape or glue

ACTIVITY: Teacher generates word-processed text, consisting of sentences composing a short paragraph.

Reproduce so each student has a copy.

Cut text into individual sentences before giving to students.

Ask students to arrange sentences to make a paragraph and tape together or glue on a sheet of notebook paper.

Ask students to notice if a different order of sentences changes the meaning of the paragraph.

LEVEL: 0.0 – 1.9

STANDARD: 4

BENCHMARK: 4.2

TITLE: Writing to Read

MATERIALS: Paper, pencils, pens

ACTIVITY: Ask students to write a list of items to buy at the grocery store. Ask students if the items in this list should be capitalized.

Point out that the first word in a sentence is capitalized. Then give the students any/all of the writing assignments below:

Give the students a list of words and ask them to construct a sentence.

Ask students to write a letter requesting information.

Ask students to write a letter to their best friend.

Ask students to write a message for their friends (where they are going and when they will return).

LEVEL: 0.0 – 1.9

STANDARD: 1, 4

BENCHMARK: 1.6, 4.2

TITLE: Personify an Object

MATERIALS: Chalkboard and chalk or dry erase board and markers, an object

ACTIVITY: Pick an object in the room to use as the subject of a short story.

Explain personification. Ask the students to personify the object in a sentence of the story.

Go around the room asking each student to dictate a sentence to you, as you write it on the board. Go around the class as many times as necessary to complete the story.

LEVEL: 0.0 – 1.9

STANDARD: 3, 4

BENCHMARK: 3.1, 3.2, 4.2

TITLE: Matching Pictures and Sentences

MATERIALS: Pictures from magazines, paper strips, pens, markers

ACTIVITY: Provide a set of pictures from magazines, and a set of sentences printed on strips of paper, one sentence for each picture.

Each student chooses a picture, and then finds the matching sentence. Alternately, she may choose a sentence strip, and then find the picture to match.

After students match sentences and pictures, they put them in order to form a story.

(Adapted from Kennedy & Sarkisian, 1979, p. 68)

Benchmark: 3.2, 3.4, 4.2, 9.1, 11.1

LEVEL: 0.0 – 1.9, 2.0 – 3.9

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, or 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.

The student transfers the directions to a single sheet of paper.

LEVEL: 0.0 – 1.9

STANDARD: 4

BENCHMARK: 4.3

TITLE: Predicting the Future

MATERIALS: Newspaper

ACTIVITY: Ask the student to choose a newspaper article of moderate length with a headline and at least one picture. Ask the student to describe the picture(s) and read the headline aloud.

Ask the student to tell you what she think the article will be about based on the picture(s) and headline.

Read the article aloud.

Ask the student to compare the facts presented in the article with her predictions.

LEVEL: 0.0 – 1.9

STANDARD: 4

BENCHMARK: 4.3

TITLE: What's Going to Happen?

MATERIALS: Newspaper, paper, pencils, pens

ACTIVITY: With the student follow a comic strip for a few days.

Then ask the student to tell you what she predicts will happen in the next strip. Write down the predictions.

Read the next strip together.

Compare predictions to what actually does happen in the next comic strip.

LEVEL: 0.0 – 1.9

STANDARD: 4

BENCHMARK: 4.3

TITLE: Draw the Story

MATERIALS: Paper, pencils, pens, colored pencils, markers

ACTIVITY: Ask the student to write (or dictate) a story. It can be long or short, simple or complex. Ask him to give the story a title.

After the student has written the story (or dictated it to you), ask him to draw pictures to illustrate it.

Then present the illustrations and title to the class (or another student) and ask them (her) to predict what the passage is about based on the title and illustrations.

LEVEL: 0.0 – 1.9

STANDARD: 4

BENCHMARK: 4.3

TITLE: Judging a Book by its Cover

MATERIALS: Book

ACTIVITY: Ask the student to predict what a story might be about based on the title and cover illustrations.

Ask the student to support her prediction based on the information provided in the title and on the cover of the book.

Then read the story together and see if her prediction was correct. If it was not, discuss the significance of a title and cover illustrations.

LEVEL: 0.0 – 1.9

STANDARD: 4

BENCHMARK: 4.3

TITLE: Every Picture has a Story

MATERIALS: Pictures of people, places, things and articles, stories or captions that go with them, paper, pencils, pens

ACTIVITY: Ask the student to verbally identify the subject of each picture as a person, place, or thing. On a sheet of paper draw three columns. Head one column with the word *people*, another *places* and the last *things*. Ask the student to write the name of the pictured object in the correct column. Example: if the picture is of a woman, the student writes *woman* in the *people* column.

Ask the student to predict what the text is about, based on the picture that accompanies it.

Then read the text with him to match it with the correct picture. Discuss the accuracy of his predictions.

LEVEL: 0.0 – 1.9, 2.0 – 3.9

STANDARD: 4, 10

BENCHMARK: 4.3, 10.1

TITLE: Comic 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.

LEVEL: 0.0 – 1.9

STANDARD: 4

BENCHMARK: 4.4

TITLE: Newspaper Comprehension

MATERIALS: Newspapers

ACTIVITY: Ask a volunteer in the group to choose a newspaper article of moderate length that interests him.

Read the article aloud to the class.

Ask students to summarize the information in the article.

Reread the article, asking the students to pay attention for any additional information that they may have missed during the first reading.

Ask the students to report any additional facts learned during the second reading. Ask students to notice what they learned from the answers given by other students.

LEVEL: 0.0 – 1.9

STANDARD: 4

BENCHMARK: 4.4

TITLE: Tell Me How to Do It

MATERIALS: Directions of any kind: for a graph, chart, recipe, etc.

ACTIVITY: Talk with students about following written directions.

Directions can be made simple by following them one step at a time, one sentence at a time.

Ask students to pair up to practice reading directions, one sentence at a time, and explaining the instructions, one step at a time, to the other student.

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.

Benchmark: 4.4, 10.7

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: 2.5, 2.8, 3.2, 4.4, 4.8

LEVEL: 0.0 – 1.9

STANDARD: 2, 3, 4

BENCHMARK: 2.5, 2.8, 3.2, 4.4, 4.8

TITLE: Round Robin

MATERIALS: Paper, pencils, pens

ACTIVITY: Ask each student to write a simple question at the top of a piece of paper, such as *How are you today?* Ask students to pass papers to the right. Students then read the question they receive and write an answer. Then each student writes a new question on the same piece of paper and passes the paper to the right.

Writing answers and new questions continues until papers return to the originator of the first question.

The students then read questions and answers aloud to the whole group (allow time for students to first read silently before reading aloud). Assist the students with end punctuation for declarative and interrogative sentences.

(Adapted from Kennedy & Sarkisian, 1979, p. 104)

Benchmark: 3.1, 3.2, 3.4, 4.4

LEVEL: 0.0 – 1.9

STANDARD: 3, 4

BENCHMARK: 3.1, 3.2, 3.4, 4.4

TITLE: Language Experience Stories

MATERIALS: Index cards, paper, pencils, pens

ACTIVITY: The student dictates a sentence or story to you.

To get started, ask the student to think of a story he would like to tell a young relative or friend. For instance, “One night when your mom was pregnant with you...” or “I used to love riding my go-cart around the neighborhood. I remember one afternoon...”

Neatly write, word for word, what the student says. Use correct spelling but do not change the student’s grammar. One to three sentences are enough in the beginning.

Read the story to the student. Then have the student read it to you. This can be done several times until the student is comfortable with his reading.

Ask the student to copy the sentences. Reread the story frequently.

Use words from the story to teach as sight words, writing them on index cards.

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, 4.4, 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.

Benchmark: 3.1, 3.2, 4.4, 9.1, 9.2

LEVEL:	0.0 – 1.9, 2.0 – 3.9
STANDARD:	3, 4, 9
BENCHMARK:	3.1, 3.2, 4.4, 9.1, 9.2
TITLE:	Jokes
MATERIALS:	Books with jokes
ACTIVITY:	Ask the students to read and retell jokes.

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: 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

STANDARD: 3, 4

BENCHMARK: 3.4, 4.4

TITLE: Essay Writing

MATERIALS: Paper, pencils, pens

ACTIVITY: Ask the student to dictate stream of consciousness writing on a topic for a weekly class essay.

Help her organize a short paragraph.

Ask the student to copy this and read it aloud to you.

On successive days, ask her to repeat the reading.

As progress is made, she may want to share her writing with others.

LEVEL: 0.0 – 1.9

STANDARD: 4

BENCHMARK: 4.5

TITLE: Is it Accurate?

MATERIALS: Newspaper sale ads, telephone book, paper, pencils, pens

ACTIVITY: Ask the student to locate an item he might be interested in purchasing in the newspaper sale ads.

Examples: diamond ring
barbeque grill
soap powder

Ask the student to notice the description and price of the item. Ask the student to notice the claims of the ad.

Examples: Lowest price in town!
Most for the money!

Using the telephone book, assist the student in finding the telephone number of another merchant who sells the same or a similar product.

Assist the student in writing questions about the product, such as price, size, quality, etc.

Ask the student to call the second store and inquire about the same or a similar product, using the questions.

Ask the student to compare the results and discuss the veracity of advertising claims.

LEVEL:	0.0 – 1.9
STANDARD:	4
BENCHMARK:	4.5
TITLE:	Discovering if Information is True
MATERIALS:	Newspaper sale ads
ACTIVITY:	<p>Ask the student to choose from a newspaper sale ad an item she might be interested in purchasing.</p> <p>Ask the student to notice the price, size, quantity, etc. of the item.</p> <p>Ask the student to find the same or a similar product in another newspaper ad.</p> <p>Ask the student to compare the results and discuss the veracity of advertising claims.</p>

LEVEL: 0.0 – 1.9

STANDARD: 4

BENCHMARK: 4.6

TITLE: Charades

MATERIALS: Index cards, pencils, pens

ACTIVITY: This is a version of the game Charades. Prepare a stack of cards with one side labeled *POSITIVE* and the other side labeled *NEGATIVE*. On the *POSITIVE* side of the card, write a positive command. On the *NEGATIVE* side of the card, write a corresponding negative command.

Examples: *POSITIVE* side: Please sit down.
NEGATIVE side: Please do not sit down.

POSITIVE side: Laugh!
NEGATIVE side: Do not laugh!

POSITIVE side: Wave your hands.
NEGATIVE side: Do not wave your hands.

POSITIVE side: Please stand up.
NEGATIVE side: Please do not stand up.

Hand the cards out one at a time to students asking them to act out the *POSITIVE* command first, then to turn the card over and act out the *NEGATIVE* command.

Ask the group to notice the difference between the *POSITIVE* and the *NEGATIVE* behaviors.

Ask them to identify the word on the card that made the difference.

LEVEL: 0.0 – 1.9

STANDARD: 4

BENCHMARK: 4.6

TITLE: Sentences with Negative Words

MATERIALS: Newspaper, highlighter, chalkboard and chalk or dry erase board and marker

ACTIVITY: Ask students, as a group, to choose a newspaper article of interest to them. Ask students to highlight sentences that contain negative words.

Read the article aloud to the class.

Read aloud sentences that contain negative words. Write the sentences on the board.

Together reread the sentences omitting or changing the negative words to positive words.

Ask students to notice the change in meaning. Discuss.

LEVEL: 0.0 – 1.9

STANDARD: 4

BENCHMARK: 4.7

TITLE: Verb Tense Game

MATERIALS: Index cards, pencils, pens

ACTIVITY: Make three piles of cards. One pile should contain the present tense of a verb, one the past tense and one the future tense. Mix up each pile.

The student draws a card from each pile and tries to get a match for all tenses of one verb. If the student gets a match, she lays the cards down and takes another turn.

If the student does not get a match, she puts one card in the discard pile and tries again. She can try three times before giving the next person a turn. Before the next person's turn, add discard cards back to correct piles and shuffle.

Alternative: Ask the students to categorize word cards into present, past or future tense verbs.

LEVEL: 0.0 – 1.9

STANDARD: 4

BENCHMARK: 4.7

TITLE: The Past, Present or Future

MATERIALS: Newspaper

ACTIVITY: Choose an article from the newspaper that will be of interest to the students.

As you read the article to the students, stop after each sentence, and ask them to identify the verb in the sentence.

Ask the students to identify whether the sentence describes the past, present or future.

Ask the students to identify the word or words in the sentences, which gives them that information.

LEVEL: 0.0 – 1.9

STANDARD: 4

BENCHMARK: 4.7

TITLE: Past, Present and Future Tenses

MATERIALS: Paper, paper strips, pencils, pens

ACTIVITY: Draw three vertical columns on a sheet of paper. Label one *Yesterday*, one *Today* and one *Tomorrow*.

On paper strips, write down sentences using past, present and future verb tenses.

Example: The dog jumped for the bone.
The dog jumps for the bone.
The dog will jump for the bone.

Ask the student to place the sentences in the appropriate column.

LEVEL: 0.0 – 1.9

STANDARD: 4

BENCHMARK: 4.7

TITLE: Present Tense in Whole Language Stories

MATERIALS: Paper, pencils, pens

ACTIVITY: Most experience stories are narratives in the past tense.

To elicit writing in the present tense, discuss daily routine activities with the student.

Encourage her to write about three or more things that she does in an average morning.

When reading stories, discuss with the student when the story occurred.

Alternative: Choose a sentence from the student's writing. Ask the student to tell you if the verb is in the past, present, or future tense.

LEVEL: 0.0 – 1.9

STANDARD: 4

BENCHMARK: 4.7

TITLE: Completion of Present, Past and Future Tense Sentences

MATERIALS: Paper, pencils, pens

ACTIVITY: Ask students to complete sentences such as the following:

I often _____

Usually my friends and I _____

Last week _____

Next week I _____

LEVEL: 0.0 – 1.9

STANDARD: 4

BENCHMARK: 4.7

TITLE: Present, Past and Future

MATERIALS: Index cards, paper, pencils, pens, chalkboard and chalk or dry erase board and markers

ACTIVITY: Discuss the meaning of each of the following time words: yesterday, today and tomorrow. Ask students to offer examples of each. Suggest sentences such as:

Yesterday, I felt good.
Today, I feel good.
Tomorrow, I hope I will feel good.

Explain that we need different forms of words to express the different times. After students have given other examples, list them on the board under headings of *Past*, *Present* and *Future*.

Ask students to make index cards of verb forms for their word banks.

Then give the students a cloze exercise [sentences in which words (verbs) are left out]. Students pick the correct verb forms from a word bank at the bottom of the exercise.

LEVEL: 0.0 – 1.9

STANDARD: 4

BENCHMARK: 4.7

TITLE: Regular and Irregular Verbs

MATERIALS: Paper, pencils, pens

ACTIVITY: Explain that the heart of any sentence is the verb that tells what is happening. Explain that most verbs are *inflected*: they change form for different times. Some verbs remain uninflected (example: beat).

Review and give examples of regular verb tenses, such as walk.

Explain that some verbs do not follow the rules but are irregular and illustrate with *go*.

Give students a cloze exercise in which verb forms are omitted but supplied in a word bank. Students write the correct form. This activity should be spread out over time.

Word Bank:

go	walk
goes	walks
going	walking
went	walked

John asked me to _____ to the movies. I asked him when he was _____. He said if all _____ well, we would _____ tonight. I asked him how we would get there. He said we could _____. But I do not much like _____. I used to take _____ a lot when I was a kid and I have _____ myself silly!

LEVEL: 0.0 – 1.9

STANDARD: 4

BENCHMARK: 4.8

TITLE: The End Marks

MATERIALS: Paper for sentence strips, index cards, pencils, pens

ACTIVITY: Make sentence strips of sentences that could end with either a period, a question mark or an exclamation point. Put each ending mark on a card.

Explain that punctuation often tells how something should be read.
Demonstrate: “Your cat ran away?!” Read using each punctuation mark.

Ask the student to place a punctuation mark at the end of each sentence, then to read, expressing the difference using each punctuation mark.

LEVEL: 0.0 – 1.9

STANDARD: 4

BENCHMARK: 4.8

TITLE: Punctuation Flash Cards

MATERIALS: Index cards, pencils, pens

ACTIVITY: Explain first that statements give information, questions ask something, and exclamations make strong or sudden announcement.

On index cards, write a series of declarative, exclamatory and interrogative sentences. Put one sentence on each card. Do not punctuate the sentences. On the reverse side of the card, write the correct ending punctuation.

Use these as punctuation flash cards.

LEVEL:	0.0 – 1.9
STANDARD:	2, 4
BENCHMARK:	2.5, 2.8, 4.8
TITLE:	Exaggerated Drama
MATERIALS:	Chalkboard and chalk or dry erase board and marker, paper, pencils, pens
ACTIVITY:	Use a dramatic script to teach declarative, interrogative and exclamatory sentences. Write the script on the board.

Example: Bill: “Is the bus here yet?”
Betty: “Do you see it?”
Bill: “No, I don’t!”
Betty: “See, you didn’t need me to tell you.”

Practice reading these sentences with exaggerated drama.

Encourage the students to add to the dialogue. Write the dialogue on the board and ask the students to decide which punctuation mark to use at the end of each sentence.

LEVEL: 0.0 – 1.9

STANDARD: 2, 4

BENCHMARK: 2.5, 2.8, 4.8

TITLE: How Would You Answer This?

MATERIALS: Paper, pencils, pens

ACTIVITY: Student may practice end punctuation skills by transcribing teacher dictation.

Another way to provide this practice is by asking the student to answer questions.

Examples: What is your address?
What would you say if you burned your finger?
Where were you born?
When is your birthday?

LEVEL: 0.0 – 1.9

STANDARD: 2, 4

BENCHMARK: 2.5, 2.8, 4.8

TITLE: Note Exchange

MATERIALS: Paper, pencils, pens

ACTIVITY: Encourage a student to exchange notes with another student. This gives both students practice with asking and answering questions.

LEVEL: 0.0 – 1.9

STANDARD: 2, 4

BENCHMARK: 2.5, 2.8, 4.8

TITLE: Matching Periods and Question Marks with Sentences

MATERIALS: Folders, glue, paper, pencils, pens, scissors

ACTIVITY: Glue two pockets on one side of the inside of a folder, one with a period and the other with a question mark on the front. Glue a third pocket on the other side of the folder; place easy-to-read sentences, without end punctuation, in this pocket.

The student reads a sentence and puts it in the correct pocket.

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.

Benchmark: 5.1, 14.1

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

STANDARD: 6

BENCHMARK: 6.1

TITLE: Thank You Notes

MATERIALS: Newspapers, catalogs, paper, envelopes, pencils, pens

ACTIVITY: Each student selects a picture of a gift he would like to receive and decides who might have given it to him.

Each student then writes a thank you note addressed to the individual who sent the gift.

Envelopes are addressed, with made up addresses if address is not known.

LEVEL: 0.0 – 1.9

STANDARD: 3, 6

BENCHMARK: 3.2, 6.1

TITLE: Making a Greeting Card

MATERIALS: Old greeting cards, construction paper, pens, colored pencils, markers

ACTIVITY: Provide a variety of old greeting cards: anniversary, sympathy, birthday, etc.

Discuss the types of greeting cards available at a card shop.
Show examples and read the messages.

Name an occasion and ask the student to choose the appropriate type of card.

Then ask the student to make a greeting card using basic vocabulary.

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.

LEVEL: 0.0 – 1.9

STANDARD: 6

BENCHMARK: 6.2

TITLE: I Remember that Rhyme

MATERIALS: Paper, pencils

ACTIVITY: Ask students to repeat, as a class, some childhood rhymes. For example:
“Row, row, row you boat...”

Ask the students to listen for rhymes and repeated words and jot them on paper. Discuss.

LEVEL: 0.0 – 1.9

STANDARD: 6

BENCHMARK: 6.2

TITLE: Write a Poem

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

ACTIVITY: Ask students to generate a list of rhyming words, using a root word.

Example: AT – bat, cat, fat, hat, etc.

Write the words on the board.

Ask students to use these words to compose a simple poem of at least four lines.

Read aloud. Enjoy.

LEVEL: 0.0 – 1.9

STANDARD: 6

BENCHMARK: 6.2

TITLE: I Know a Song

MATERIALS: Song lyrics, chalkboard and chalk or dry erase board and markers

ACTIVITY: Ask students to write a verse of one of their favorite songs on the board, reminding them to choose lyrics appropriate for a classroom.

Ask students to underline rhyming words and those words that are repeated throughout the verse.

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: 0.0 – 1.9

STANDARD: 7

BENCHMARK: 7.2

TITLE: How Are We Like Them?

MATERIALS: Encyclopedias

ACTIVITY: Ask student to choose a volume of the encyclopedia.

Ask student to find a passage about an individual that interests her.

Read the passage to the student as she follows along. Ask the student to then read a short passage silently, providing assistance as needed.

Ask student to read the selected passage aloud, giving assistance as needed.

Ask the student how the person's life is similar to her own.

LEVEL: 0.0 – 1.9

STANDARD: 7

BENCHMARK: 7.2

TITLE: Details of My Life

MATERIALS: Book of biographical sketches

ACTIVITY: Choose individual biographical sketches which may relate to members of the class.

Read aloud, asking students to listen for details that may be similar to their own lives. Discuss.

LEVEL: 0.0 – 1.9

STANDARD: 7

BENCHMARK: 7.2

TITLE: Have You Heard How We Are Alike?

MATERIALS: Audiotape of short stories, tape player

ACTIVITY: Ask students to listen to one or more short stories.

Ask students to discuss how the lives of the characters may be similar to their own.

Benchmark: 7.2, 10.2

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)