

Language Arts - Kindergarten

Idaho Department of Education Content Standards	Objective	Sub Objective	Task Analysis	Essential Vocabulary	Assessments	Resources
Cognitive level codes: • B: Memorize • C: Perform procedures • D: Demonstrate understanding • E: Conjecture, generalize, prove • F: Solve non-routine problems, make connections	Bloom's Equivalent • B = Knowledge • C = Comprehension • D = Comprehension • E = Application and Analysis • F = Synthesis				Formal assessment - F Informal assessment - I	
Standard 1: Reading Process						
Goal 1.1: Acquire Concepts About Print						
	K.LA.1.1.1 Hold a book right side up and turn pages in the correct direction.	<ul style="list-style-type: none"> Hold a book right side up. Turn pages in the right direction. 	<ul style="list-style-type: none"> Demonstrate knowledge of the top and bottom of a book Start at the beginning of the book and turn pages from right to left. 	book • top • bottom • turn • pages • left • right • front • back	<ul style="list-style-type: none"> Have the child pick up a book and turn pages. Observe whether they hold the book right side up and turn the pages in the right direction .(I) 	*1
	K.LA.1.1.2 Track or follow print when listening to a familiar text being read.	<ul style="list-style-type: none"> Track or follow print when listening to a familiar text being read. 	<ul style="list-style-type: none"> Recognize printed words Recognize that print correlates with the spoken word Model correct tracking procedure using index finger. 	track • follow along • words • print • pointer finger • point • slide	<ul style="list-style-type: none"> The child follows along with index finger as familiar text is read. Observe whether the child is tracking correctly. (I) 	*1
	K.LA.1.1.3 Follow words from left to right and from top to bottom on the printed page.	<ul style="list-style-type: none"> Follow words from left to right and from top to bottom on the printed page. 	<ul style="list-style-type: none"> Demonstrate the ability to track from left to right, sweeping at the end of a line, until reaching the bottom of the page. 	track • left • right • top • bottom • across • down • sweep back	<ul style="list-style-type: none"> The child follows words from left to right, sweeping back at the end of each line. Observe whether the child is following correctly. (I) 	*1
	K.LA.1.1.4 Identify the difference between a letter, a word, and a sentence.	<ul style="list-style-type: none"> Identify the difference between a letter, a word, and a sentence 	<ul style="list-style-type: none"> Identify a letter as a symbol of the alphabet Identify a word in isolation Tell that sentences are made of words that are separated by spaces Differentiate by pointing to a letter, a word, and a sentence 	letter • word • sentence • space	<ul style="list-style-type: none"> The child points to a letter, a word, and a sentence that are printed on a sheet of paper with clear samples. (I) 	See Appendix
	K.LA.1.1.5 Show the one-to-one correspondence between a spoken word and a printed word.	<ul style="list-style-type: none"> Show the one-to-one correspondence between a spoken word and a printed word. 	<ul style="list-style-type: none"> Point to each word as it is read aloud 	point • word	<ul style="list-style-type: none"> The child points to each word as it is read aloud. (I) 	
	K.LA.1.1.6 Recognize the concept of letters, words, and sentences by segmenting spoken and print sentences into individual words.	<ul style="list-style-type: none"> Segment spoken sentences into individual words. Segment printed sentences into individual words. 	<ul style="list-style-type: none"> Count the words in a spoken sentence Count the words in a printed sentence 	count • words • sentence	<ul style="list-style-type: none"> The teacher says a spoken sentence and the child counts the number of words. (I) The child counts the number of words in a written sentence. (I) 	*1
Goal 1.2: Acquire Concepts About Text						
	K.LA.1.2.1 Show that print represents spoken language and conveys meaning (e.g., his/her name, environmental print such as signs, school and classroom labels).	<ul style="list-style-type: none"> Show that print represents spoken language and conveys meaning 	<ul style="list-style-type: none"> Read back developmental writing Retell a known text (e.g., his/her name, environmental print, etc.) 	retell • find	<ul style="list-style-type: none"> The child will identify their name out of a group of names. (I) The child will identify a sign or label in their environment. (I) 	*1 Classroom Labels http://www.hubbardscupboard.org/i_can_read_html
	K.LA.1.2.2 Name the parts of a book, including front cover, back cover, and title.	<ul style="list-style-type: none"> Name the parts of a book 	<ul style="list-style-type: none"> Point to and identify the front cover, back cover and the title 	front cover • back cover • title	<ul style="list-style-type: none"> The child will identify the front and back covers, and the title of a book. (I) 	*1
Goal 1.3: Acquire Phonological Awareness Skills						
	K.LA.1.3.1 Identify spoken words that rhyme (e.g., run, sun versus run, man).	<ul style="list-style-type: none"> Identify spoken words that rhyme. 	<ul style="list-style-type: none"> Tell the difference between rhyming pairs and non-rhyming pairs when given orally 	rhyming/rhyme	<ul style="list-style-type: none"> The teacher says a pair of words. The child indicates whether or not they rhyme. (I) 	*1 Bingo, memory, puzzles, matching http://franklincountyschools.k12tn.net/CMKwebsites.htm http://pbskids.org/lions/games/monkeymatch.html http://www.carlscorner.us.com/Rhyming.htm
	K.LA.1.3.2 Orally produce rhyming words in response to spoken words (e.g., What rhymes with hat?).	<ul style="list-style-type: none"> Orally produce rhyming words in response to spoken words. 	<ul style="list-style-type: none"> Produce a rhyming word when given a spoken word 	rhyming/rhyme	<ul style="list-style-type: none"> The child produces a rhyming word when given a word by the teacher. (I) 	
	K.LA.1.3.3 Orally produce groups of words that begin with the same initial sounds.	<ul style="list-style-type: none"> Orally produce groups of words that begin with the same initial sounds. 	<ul style="list-style-type: none"> Say initial sound of a word Say other words with the same initial sound 	initial sound • beginning sound • first sound	<ul style="list-style-type: none"> The teacher says a word. The child produces two more words that begin with the same initial sound. (I) 	http://teacher.scholastic.com/activities/clf/tguidesitemap.htm

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	K.LA.1.3.4 Blend spoken simple onsets and rimes to form real words (e.g., onset /c/ and rime /at/ makes cat).	• Blend spoken simple onsets and rimes to form real words	• Distinguish between onset and rime • Generate a word by blending onset and rime	blending sounds together	• The teacher says an onset and a rime. The child blends them together to form a word.(I)	*1 http://www.starfall.com/
	K.LA.1.3.5 Blend spoken phonemes (CVC) to form single syllable words (e.g., /d/.../o/.../g/... makes dog) and tell what word is made.	• Blend spoken phonemes to form single syllable words and tell what word is made	• Produce a word by blending spoken CVC phonemes	blending sounds together • word	• The teacher says the phonemes in a word. The child blends the phonemes to form the word. (I)	*1 http://www.starfall.com/
	K.LA.1.3.6 Identify the initial and final sounds (not the letter) of a spoken word.	• Identify the initial sound of a spoken word • Identify the final sound of a spoken word	• Identify the initial sound of a spoken word • Identify the final sound of a spoken word	initial sound • beginning sound • first sound • ending sound • final sound • last sound	• The teacher says a word. The child identifies the initial and final sound of that word. (I)	http://www.starfall.com/pbskids.org/lions/games/monkeymatch.html/ http://funschool.kaboose.com/fun-blaster/games/game_begins_with_.html http://teacher.scholastic.com/activities/clf/tguidesitemap.htm http://www.barrbunch.com/drjean.htm
	K.LA.1.3.7 Segment one-syllable words into its phonemes (e.g., using manipulatives to mark each phoneme).	• Segment one-syllable words into its phonemes	• Break apart a one-syllable word into individual phonemes	sounds • words	• The child will break apart a one-syllable word into individual phonemes. (IRI Spring Fluency Benchmark - 40 phonemes in one minute.) (F)	
	K.LA.1.3.8 Identify the number of syllables in a word.	• Identify the number of syllables in a word	• Count the syllables in a given word	syllable • word	• The child will count the syllables in a given word.(I)	pbskids.org/lions/games/monkeymatch.html/
Goal 1.4: Acquire Decoding Skills Using Word Parts	K.LA.1.4.1 Match vowel and consonant sounds to appropriate letters.	• Match vowel sounds to appropriate letters • Match consonant sounds to appropriate letters	• Select the appropriate letter that matches a given vowel sound • Select the appropriate letter that matches a given consonant sound • Tell the appropriate sound when shown an alphabet letter	vowel • consonant • matching • sound	• The teacher will say a vowel sound and the child will say the letter that matches that sound. (I) • The teacher will say a consonant sound and the child will say the letter that matches that sound. (I) • The teacher will point to a letter. The child will say the sound that matches that letter. (I) • The child tells the sound of each lowercase letter printed randomly on a paper. (F - IRI Spring Fluency Benchmark - 30 sounds in one minute.)	*1 http://www.starfall.com/
Goal 1.5: Acquire Decoding Skills Using Syllabication	K.LA.1.5.1 Name upper and lowercase letters.	• Name uppercase letters and lowercase letters	• Identify the uppercase letters • Identify the lowercase letters	uppercase letters • lowercase letters	• The child will identify all the uppercase letters from a randomly ordered list. (I) • The child will identify all the lowercase letters from a randomly ordered list. (IRI Spring Fluency Benchmark - 43 letters in one minute) (F)	*1 http://www.starfall.com/ http://pbskids.org/lions/games/monkeymatch.html/ http://www.dositey.com/language/mgamelet.htm See appendix
Goal 1.6: Acquire Decoding Skills Using Context	No objectives at this grade level.					
Goal 1.7: Acquire Fluency	K.LA.1.7.1 Read at least 25 one-syllable high frequency words.	• Read at least 25 one-syllable high frequency words	• Read 25 one-syllable district approved high frequency words	high frequency words	• The child will read at least 25 words from the high frequency word list Suggested list: SanDiego Quick Test, Fry, STAR Test	http://www.starfall.com/pbskids.org/lions/games/monkeymatch.html/ http://www.carlscorner.us.com/Games.htm http://funschool.kaboose.com/fun-blaster/games/game_begins_with_.html http://www.carlscorner.us.com/Games/Ihave1.pdf http://www.barrbunch.com/popcornwords.htm (teacher resource) See appendix
Goal 1.8: Vocabulary and Concept Development	K.LA.1.8.1 Classify common words into basic categories.	• Classify common words into basic categories.	• Sort words into categories.	sort • action words • naming words • describing words	• The child will classify words into given categories such as: colors, animals, foods and/or action words, naming words, describing words (I)	See Appendix http://www.carlscorner.us.com/
	K.LA.1.8.2 Explain word meaning from the context in which the word is used (spoken or written).	• Explain word meaning from the context in which the word is used (spoken or written).	• Listen to an unfamiliar word or read an unfamiliar word in context • Explain the meaning of a word when spoken or written in context	explain	• The teacher will ask the child what he/she think the word means. (I)	

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	K.LA.1.8.3 Use words and concepts necessary for understanding math, science, social studies, and other Kindergarten content area text.	• Use words and concepts necessary for understanding math, science, social studies, and other Kindergarten content area text.	• Use content vocabulary appropriately as modeled by teacher	varies by subject	• The teacher will listen to and observe students.(I)	
Standard 2: Comprehension/Interpretation						
Goal 2.1: Acquire Strategies and Skills for Comprehending Text	K.LA.2.1.1 Tell the purpose for reading text.	• Tell the purpose for reading text	• Explain the purposes for reading (e.g., entertainment, informational, etc. . .)	purpose	• The child will tell a purpose for reading. (I)	
	K.LA.2.1.2 Connect the information and events in texts to self.	• Connect the information and events in texts to self	• Discuss the relationship between the text and self by connecting prior experiences to text before, during, and after reading	varies by text	• The child will draw a picture to show his/her connection to story or information (I)	
	K.LA.2.1.3 Use picture clues and context to aid comprehension.	• Use picture clues and context to aid comprehension	• Describe what is happening in the picture as it relates to the text	illustration • text	• The teacher will ask child what is happening in the picture and expect proper response (I)	
Goal 2.2: Acquire Skills to Comprehend Expository Text	K.LA.2.2.1 Participate in identifying the topic of expository text that is heard or read.	• Participate in identifying the topic of expository text that is heard or read.	• Tell the topic of an oral selection or written text	topic	• The teacher will ask child to identify the topic of an expository text. (I)	
	K.LA.2.2.2 Respond appropriately to questions based on fact in expository text, heard or read.	• Respond appropriately to questions based on fact in expository text, heard or read.	• Answer questions appropriately based upon the text	question • answer	• The teacher will ask child to answer questions based upon the text. (I)	
	K.LA.2.2.3 Identify and sequence information from expository text into correct order using pictures clues.	• Identify and sequence information from expository text into correct order using pictures clues.	• Listen to sequential expository text • Arrange pictures in sequential order based upon the text	sequence • first • second • etc.. • last	• The child will arrange pictures in the correct sequence according to the text. (I)	http://www.setbc.org/pictureset/
	K.LA.2.2.4 Follow two-or-three step directions using picture clues.	• Follow two-or-three step directions using picture clues.	• Follow two step directions using picture clues • Follow three step directions using picture clues	follow • directions • clues	• The child will follow two and three step directions using picture clues. (I)	Houghton Mifflin Phonics Center http://www.setbc.org/pictureset/
Goal 2.3: Acquire Skills for Comprehending Literary Text	K.LA.2.3.1 Explain why a story that is heard or read is real or imaginary.	• Explain why a story that is heard or read is real or imaginary.	• Explain the difference between real and imaginary stories	real • imaginary • pretend • happen	• Read a story to a child. Ask whether it is real or imaginary and how they knew that. (I)	
	K.LA.2.3.2 Orally identify the characters in a story that is read aloud.	• Orally identify the characters in a story that is read aloud.	• Name the main characters in a story	character • who	• The child will identify the characters in a story. (I)	
	K.LA.2.3.3 Orally identify the setting in a story read aloud.	• Orally identify the setting in a story read aloud.	• Tell where the story takes place	setting • where	• The child will tell the setting of a story. (I)	
	K.LA.2.3.4 Sequence and retell a story that is heard or read, into a beginning, middle and end.	• Sequence and retell a story that is heard or read, into a beginning, middle and end.	• Listen to or read a story • Tell the beginning, middle, and end of the story • Retell the story in the correct order	beginning • middle • end	• As student retells story, the teacher will assess for proper sequence: beginning, middle, end. (I)	
Standard 3: Writing Process						
Goal 3.1: Acquire Prewriting Skills	K.LA.3.1.1 Participate in generating ideas using pre-writing strategies (e.g., whole class discussion).	• Participate in generating ideas using pre-writing strategies	• Generate ideas for writing • Choose a topic	ideas • topic	• The child will contribute ideas for a story. (I)	Word Web
	K.LA.3.1.2 Draw a picture about a story idea generated through discussion.	• Draw a picture about a story idea generated through discussion.	• Draw a picture about a story idea generated through discussion.	picture • draw • idea	• The child will draw a picture related to the story topic. (I)	
Goal 3.2: Acquire Skills for Writing a Draft	K.LA.3.2.1 Use ideas generated in prewriting to write a class draft.	• Use ideas generated in prewriting to write a class draft.	• Decide on a topic for class draft • Generate ideas surrounding that topic • Connect prewriting ideas to a class rough draft	rough draft	• The child will contribute ideas for the class draft. (I)	Predictable Charts by Dorothy Hall, Carson Dellosa - http://teachchildren.com/cd2410.html
Goal 3.3: Acquire Skills for Revising a Draft	No objectives at this grade level.					
Goal 3.4: Acquire Skills for Editing a Draft	No objectives at this grade level.					
Goal 3.5: Acquire Skills to Publish Writing	K.LA.3.5.1 Publish and illustrate draft with assistance.	• Publish and illustrate draft with assistance	• Copy rough draft and draw a picture that goes along with it	illustrate • write • copy • draw	• Students will individually copy the rough draft produced by the class and then draw a corresponding picture with assistance. (I)	Predictable Charts by Dorothy Hall, Carson Dellosa - http://teachchildren.com/cd2410.html

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	K.LA.3.5.2 Share writing with intended audience.	• Share writing with intended audience	• Read story to another predetermined person	share	• The child will read the story to another person. (I)	Predictable Charts by Dorothy Hall, Carson Dellosa - http://teachchildren.com/cd2410.html e-mail postcard - http://www.alfy.com/Scripts/go.asp?url=http://www.pbs.org/rogers/make_believe/story.htm&purl=/Teachers/Teach/Thematic_Units/Creative_Writing/CW_1.asp
Standard 4: Writing Applications						
Goal 4.1: Acquire Expressive (Narrative/Creative) Writing Skills	K.LA.4.1.1 Participate in creating narratives by dictating, drawing, or writing.	• Participate in creating narratives by dictating, drawing, or writing.	• Dictate a story • Draw a picture that goes with the story or write a creative narrative	story • write • draw	• The child will dictate a story, draw a picture that goes with the story, or write a part of the story. (I)	
	K.LA.4.1.2 Participate in creating simple rhymes, poems, or songs.	• Participate in creating simple rhymes, poems, or songs	• Decide whether to write a rhyme, poem, or song • Work together to create a simple rhyme, poem or song	rhyme • poem • song • create	• The student will participate in working with class/group to create poem, song, or rhyme. (I)	
Goal 4.2: Acquire Expository (Informational/Research) Writing Skills	K.LA.4.2.1 Participate in creating written communications (e.g., message, graphs) by dictating, drawing, or writing.	• Participate in creating written communications by dictating, drawing, or writing	• Dictate a written communication • Draw an illustration representing a written communication • Write a communication	message • graph	• The student will participate in writing a communication (e.g. invitation to Grandparents Day, Thank you note, note to a friend). (I)	http://teacher.scholastic.com/activities/clf/tguidesitemap.htm
Goal 4.3: Acquire Persuasive Writing Skills	No objectives at this grade level.					
Goal 4.4: Acquire Skills for Literary Response	K.LA.4.4.1 Respond orally to identify a connection between the text and self.	• Respond orally to identify a connection between the text and self	• Explain how the text connects to prior experiences and or feelings	feelings	• The teacher will Interview child to determine connection to text. (I)	
	K.LA.4.4.2 Respond orally to a text read aloud.	• Respond orally to a text read aloud	• Discuss or describe relationship to text		• The teacher will ask student a question about the story. (I)	
Standard 5: Writing Components						
Goal 5.1: Acquire Handwriting Skills	K.LA.5.1.1 Write upper and lowercase letters of the alphabet.	• Write upper and lowercase letters of the alphabet.	• Write uppercase letters of the alphabet. • Write lowercase letters of the alphabet	uppercase letters • lowercase letters • capital letters	• The child will correctly write upper and lower case letters of the alphabet. (I)	*1
Goal 5.2: Acquire Spelling Skills	K.LA.5.2.1 Spell correctly first name.	• Spell correctly first name	• Spell first name correctly	spell	• Spell name correctly (I)	
	K.LA.5.2.2 Use invented spelling to spell independently.	• Use invented spelling to spell independently	• Scribble letter-like forms • Write random letters • Write beginning sounds • Write final sounds • Write many consonant sounds • Write many vowel sounds • Use invented spelling in independent writing	sounds • letters • words • spell	• The child's invented spelling will be readable. (I)	*1
Goal 5.3: Acquire Skills for Sentence Structure	K.LA.5.3.1 Write left to right, top to bottom, with appropriate spaces between words.	• Write left to right, top to bottom, with appropriate spaces between words.	• Write words left to right, sweeping back at the end of a line. • Write beginning at the top and moving to the bottom, sweeping at the end of each line • Use appropriate spaces between words	sweeping or other terminology for returning at the end of a line	• The teacher will observe student while doing journal writing or other writing tasks. (I) • The child will write a dictated sentence utilizing directionality and appropriate spacing. (I)	
Goal 5.4: Acquire Skills for Using Conventions	K.LA.5.4.1 Use capital letter in first name.	• Use capital letter in first name	• Write first name • Use capital letter as the first letter only	capital • lowercase • uppercase • big • little • first • beginning	• Student will write first name using uppercase letter for the first letter and lower case letters for the remaining letters in their name. (I)	
Standard 6: Communication						
Goal 6.1: Acquire Listening Skills	K.LA.6.1.1 Demonstrate effective and appropriate listening skills using eye contact and maintaining attention to speaker.	• Demonstrate effective and appropriate listening skills using eye contact and maintaining attention to speaker.	• Maintains attention using appropriate body language (e.g., eye contact, hands resting, feet still, quiet mouth)	listening • attention • respect • eye contact • quiet • mouth • hands • feet	• The teacher will observe the student (I)	

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	K.LA.6.1.2 Listen for specific answers in order to respond to questions.	• Listen for specific answers in order to respond to questions.	<ul style="list-style-type: none"> • Establish purpose for listening • Listen to questions prior to hearing the text • Listen to the text for specific answers to the given questions • Answer a specific question • Respond to the question 	listen • questions • answers • information	• The child will give appropriate answers to specific questions. (I)	
	K.LA.6.1.3 Listen to understand and follow one and two-step spoken directions.	• Listen to understand and follow one and two-step spoken directions.	<ul style="list-style-type: none"> • Listen to one-step direction • Complete one-step task • Listen to two-step directions • Complete two-step task 	directions • listen • follow	• The child will follow one and two-step directions. (I)	
	K.LA.6.1.4 Listen to acquire information from a variety of sources.	• Listen to acquire information from a variety of sources.	<ul style="list-style-type: none"> • Determine purpose for listening • Listen to directions on computer programs • Listen to books on tape or cd • Listen actively to teacher and peers during whole group teaching times • Listen for information while watching educational videos or dvds 	headphones • computer • cd • dvd • video • tape • on • off	• The child will complete an assessment (written or oral) after using a media source. (I)	
Goal 6.2: Acquire Speaking Skills	K.LA.6.2.1 Share information and ideas, speaking in complete, coherent sentences.	• Share information and ideas, speaking in complete, coherent sentences.	<ul style="list-style-type: none"> • Speak in sentences using three or more words • Verbally express ideas in a complete thought • Answer a question in a complete sentence 	words • idea • thought • information • answer	• One-on-one conversation with each child. (I)	
	K.LA.6.2.2 Name and describe two to three objects that are related to a concept: <ul style="list-style-type: none"> • Name the category in which the object belongs. • Name the function(s) of the object. • Name the attributes. Make comparisons.	<ul style="list-style-type: none"> • Name and describe two to three objects that are related to a concept • Categorize, describe, and compare the objects 	<ul style="list-style-type: none"> • Name two or three objects related to a concept • Sort the objects into categories • Explain the function of the objects • Describe the attributes of the objects • Tell the similarities and differences of the objects • Justify the reasons for sorting 	groups • sort • same • different • describe • why • explain	• The teacher will observe and use check list for each task analysis step.(I)	
	K.LA.6.2.3 Recite short poems, rhymes, and songs.	• Recite short poems, rhymes, and songs.	<ul style="list-style-type: none"> • Become familiar with a selection of short poems, rhymes, and songs • Know how to pronounce the words • Memorize selections • Recall selections • Recite selections 	poem • rhyme • song • memorize • recite	• The child will recite a poem, rhyme and a song from memory. (I)	
	K.LA.6.2.4 Tell an experience or creative story in a logical sequence.	• Tell an experience or creative story in a logical sequence.	<ul style="list-style-type: none"> • Tell what happens first, next and last in an experience or a creative story 	first • next • last • sequence	• On a one-on-one basis, the teacher will ask child to sequentially relate a story or experience. (I)	
Goal 6.3: Acquire Viewing Skills	K.LA.6.3.1 Demonstrate awareness of different media.	• Demonstrate awareness of different media.	• Name different types of electronic, theatrical and written media (e.g., TV, radio, newspaper, books, etc.)	TV • newspaper • books • cd player • movies • DVD player • magazines • internet	• The child will tell teacher some different types of media. (I)	
	K.LA.6.3.2 Demonstrate understanding of the main idea of media presentations.	• Demonstrate understanding of the main idea of media presentations.	<ul style="list-style-type: none"> • Watch and listen to a media presentation • Identify main idea 	main idea	<ul style="list-style-type: none"> • The child will tell teacher the main idea of a media presentation. (I) • The child will explain the main idea through oral, written or artistic medium. (I) 	
	K.LA.6.3.3 Participate in differentiating between real and imaginary in media presentations.	• Participate in differentiating between real and imaginary in media presentations.	<ul style="list-style-type: none"> • Watch a real and imaginary media presentation • Tell why a presentation is real or imaginary 	real • imaginary • pretend • why	• The child will tell teacher the difference between a real & imaginary media presentation. (I)	Dr. Seuss video "Green Eggs and Ham/The Cat in the Hat by Random House

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*1 Screening Tool: http://www.getreadytoread.org/screening/grtr_directions.php

Appendix for Language Arts Kindergarten 2009

Game Boards/Mats at <http://www.barrbunch.com/gameboards.htm>

Game Oh No!: Paper bag with slips of paper with words, letters, sentences, or the words "Oh No!". Child picks the slip paper out of the bag and identifies what is on the slip of paper. If they can identify the letter, word or sentence they get to keep it in their pile. If they choose "Oh No!" they have to return their "pile" into the bag.

Sorting Mat: Sort according to whether the card is a letter, word or a sentence. The child will place the card in the correct column. Can also be used for sorting words, beginning sounds, ending sounds, etc.

I Spy - Choose picture cards for focus sounds, initial or medial. Hold the pictures so that they are facing you. "I spy a /f/ /a//n/. Blend the sounds to name what I see."

Riddles - Choose picture cards with the initial sounds you are practicing. "I am thinking of something that begins with /_/ . It (give a clue). Keep giving clues until it is guessed. Then show the picture card to confirm. Can also be used to practice rhyming words. Then the second clue should be "It rhymes with _____."

Junior Boggle Game for letter naming fluency.

Scrambled Eggs - number plastic eggs from one to ten. In each egg put the individual letters of a high frequency word. Give the kids a paper numbered one to ten, have them unscramble each word and write it on the corresponding line.

Word Family Eggs - Using plastic eggs, write the ending of a word family on one side and beginning sounds on the other. Twist eggs to make different words.

Slap - Large group - Post or write high frequency words on the board. Give two children fly swatters. Say a word and the children slap the correct word. Small group - make slappers out of craft sticks with foam or paper hands glued on the end. Give each child a tic-tac-toe game board with high frequency words in the squares. Say a word and the children slap the correct word.

Alphabet soup - Small group - put the needed letter tiles for some cvc words on small paper plates. To play -"Take the letter out of your soup that says /_/ . Put it on the table in front of you. Now take out the letter that says /_/ .Now the letter that says /_/ . What is the word? Put the (letter name) back in the soup and take out the letter that says /_/ .What is the word?" Continue to make all the words possible with those letters. Focus on a word family or the same medial vowel.

The Magician Game - Large group review. Post the letters you want to practice, review the name and sound of each letter. Have a photo card for each letter; add extra as needed so that there is a card for each child. Play the magician game - hold all the photo cards in your hands, facing you, and fan them out. Have children come up one at a time and say in a magician voice, to them. "Pick a card, any card." The child picks a card, shows it to the class, and says the name of the picture and its beginning sound then places it under the corresponding letter.

Bug in a rug - Using a pocket chart, place rug shaped HFW in the pockets. Behind one of the rugs place a small ladybug. The kids take turns saying and spelling one of the HFW and then the teacher lifts the rug to see if the bug is there. If it is, that child gets to hide the bug, if it is not the game continues.

Letter Scatter - Make round disks that have one upper case/lower case letter on each disk. Make sure you have each letter for the number of children or teams playing. Scatter the letters you want to practice on the floor. Hold up the letter you want them to find. They will tell you the letter name/sound and you say scatter. When they scatter they need to find the target letter on the floor and stand on it until the teacher checks their letter. While checking their letter you would ask them: Does it match the target letter? What is the letter name? What sound does it make? Can you give me a word that has the same sound? When they answer the question correctly they get to pick up the card and hold it until the end of the game. I would have them pile the letters at the end of the game in groups of all letter A and all lower case a and divide the rest of the alphabet into corresponding letter piles to make the sorting for the next round easier on the teacher.

Put Yourselves in Order - Pass out alphabet cards and tell the children to start at the door and put themselves in order.

The Voting Game - (for initial sounds) spread out picture cards, some that begin with the initial sound and some that don't. Give each child a letter card and have them place their letter card by a picture to vote for a picture that begins with that sound.

Which one doesn't belong - (for initial sounds) put down three picture cards at a time. Two that begin with the initial sound and one that does not. Children point to the picture that doesn't belong.

Baggie Books: for environmental print-staple 6-8 baggies together, cover staples with tape, have children cut labels off of boxes, newspapers, (e.g. Trix, Wal-Mart, milk), child puts the label in each bag, child can read "their book."