

Game Book



SAMPLE

Games to develop key foundational literacy skills

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■ Contents

Note: Only the pages marked with * are included in this sample.
This sample also includes the Cue Cards and Picture Cards referenced in each of the sample games.

▼ INTRODUCTION

- * What are foundational literacy skills?..... 4
- * How to use this book..... 6

▼ ORAL LANGUAGE GAMES

Vocabulary and background knowledge

- 1 I know something about.....10
- 2 Same and opposite 11
- 3 What I know.....12
- 4 Qualities13

Describing

- 5 I know about animals14
- 6 I know about things15
- 7 I know about food.....16
- 8 I know what makes things work.....17

Comparing

- 9 Compare living things.....18
- 10 Compare non-living things.....19
- 11 Compare by size.....20
- 12 Odd one out.....21

Categorising

- 13 Group living things..... 22
- 14 Group non-living things.....23
- 15 Categories odd one out..... 24
- * 16 Why do we belong?..... 25



▼ PHONOLOGICAL & PHONEMIC AWARENESS GAMES

Syllables

17 Syllable sort	26
18 Syllable pairs.....	27
19 Syllable odd one out.....	28
20 Drop a syllable	29

Rhyming

* 21 Rhyming pairs.....	30
22 Rhyming odd one out.....	31
23 Rhyming sentences.....	32
24 Rhyming groups.....	33

Blending

25 Blending onset and rime.....	34
26 Blending sounds.....	35
27 Blend and rhyme.....	36
28 Blend and sort	37

Segmenting

29 Segmenting sounds	38
30 Matching pairs	39
31 Segmenting odd one out	40
32 Sound groups.....	41

Initial sounds

33 Sound match	42
34 Same or different?.....	43
35 Drop a sound.....	44
36 Swap a sound	45

Final sounds

37 Sound match	46
38 Same or different?.....	47
39 Drop a sound.....	48
40 Swap a sound	49

Long and short vowel sounds

41 Sound match — /a/ and /ā/	50
42 Sound match — /e/ and /ē/	51
43 Sound match — /i/ and /ī/	52
44 Sound match — /o/ and /ō/	53
45 Sound match — /u/ and /ū/	54

▼ REFERENCES

Cue Cards	55	By rhyming groups.....	57
Picture Cards		By number of sounds.....	58
By common qualities.....	55	By initial sound.....	59
By opposite qualities.....	56	By final consonant sound.....	60
By number of syllables.....	57	Letter-sound relationships	61

What are foundational literacy skills?

Learning to read and write is a complex process, much like learning a new language. But there is a lot that teachers and parents can do to make sure children are ready for literacy learning.

The skills that form the platform for learning to read and write are known as **foundational literacy skills**. These essential skills fall into four main categories.

ORAL LANGUAGE

Vocabulary knowledge and oral language skills that allow a child to understand words and directions, to express their thoughts and feelings, and to describe, compare, and categorise things in the world around them

PHONOLOGICAL AND PHONEMIC AWARENESS

An awareness of sounds and sound patterns in words, such as being able to clap syllables, to identify and produce words that rhyme, and to hear and play with the individual sounds in words (known as phonemes)

BOOK AND PRINT KNOWLEDGE

An understanding that the print in books carries meaning, that it represents the words we say, and that we read books from front to back, top to bottom, and left to right

LETTER AND LETTER-SOUND KNOWLEDGE

Knowing the names of letters, the most common sounds they represent, and understanding that letters are used to write the sounds that make up words (known as the alphabetic principle)

Children with skills and knowledge in these areas are set up for success in school and beyond.

How can parents and teachers support their development?

Children learn best through being fully engaged with activities that stimulate their innate sense of curiosity and their desire to explore and experiment with new things.

Playing games that stimulate listening and speaking, thinking, and problem-solving will develop a sense of achievement and confidence in young learners.

The games in this book do just that.

The *Key Foundations* Word and Sound Games focus on developing critical **oral language skills** and **phonological and phonemic awareness skills** (sound analysis skills) — foundational skills necessary for learning to read and write. They are fun and engaging and can be played in educational settings or at home, with children ages 4 and up.

supporting foundational literacy skills

Oral language Reading aloud and engaging in daily conversations with children are very effective ways to build oral language knowledge and skills. In addition, **Games 1–16** provide engaging ways to develop vocabulary, background knowledge, and the cognitive and language skills for description, comparison, and categorisation.

Phonological and phonemic awareness Children acquire these critical auditory skills at different times and at different rates. The best way to help children develop these skills is through playful yet systematic exposure and practice. **Games 17–45** support phonological and phonemic awareness in a fun and systematic way, starting with the skills that develop first and building from there.

Book and print knowledge You can support book and print knowledge by reading aloud every day, showing how and which direction to turn the pages, and sliding your finger under the text as you read. Modelling book language and print knowledge in this way helps children understand books and print and gives them knowledge they can take with them on their journey to becoming readers and writers.

Letter and letter-sound knowledge Children's names are among the first written words they learn to recognise. Point out the letters in children's names, on signs, and on labels. Alphabet friezes, books, blocks, children's TV shows, and learning apps also provide opportunities for children to recognise and name letters and learn the most common sounds they represent. It is a great advantage for children to have this knowledge before they start school. The **Link to Letters** icon indicates activities in this book that support letter and letter-sound knowledge.

How to use this book

The games are grouped into two sections: **oral language games** and **phonological and phonemic awareness games**. Within each section, the games are in order based on how the skills develop for most children. Playing the games in sequence will ensure children learn and practise these skills in a developmentally appropriate way.

The games can be played with children from age 4, but the sophistication of how children engage with these games will vary according to their age and level of development. Games can be played several times, using different Picture Cards to add variety and challenge.

If a game is too easy, you can use the ideas in the 'for a challenge' box or move on to another game. If a game is too difficult, use the suggestions in the 'for extra support' box or go back and play previous games until the child is ready to move on to other skills.

Oral language games

As children experience the world, they hear and use language and learn words to label people, things, sensations, actions, qualities, etc. They develop **vocabulary** that is linked to their **background knowledge**.

As their language skills develop, children begin to use words to **describe** things or experiences: *This is a big ball; It is a hot day; I have a black coat.*

Understanding the qualities of things and recognising their similarities and differences allows children to **compare** things: *Dolphins and whales both live in water; A horse is big, an ant is small.*

Once they can compare things, children learn to **categorise** or group things in different ways according to common qualities: *Apples, peaches, carrots, and peas are all food; Peaches and apples are fruit.*

These skills develop sequentially. The oral language games (**Games 1-16**) are designed to expand vocabulary and background knowledge and to develop the skills of description, comparison, and categorisation.

- Vocabulary and background knowledge:
Games 1-4
- Describing:
Games 5-8
- Comparing:
Games 9-12
- Categorising:
Games 13-16

Phonological and phonemic awareness games

Children also acquire phonological and phonemic awareness skills in a developmental sequence, recognising whole words and parts of words and progressing to playing with sounds in smaller and smaller chunks.

The ability to hear **syllables** in words involves clapping and counting the beats in words like *cat* (one syllable), *rabbit* (two syllables), and *tomato* (three syllables).

Rhyming is the ability to recognise and later produce words with the same ending sounds, such as *cap, map, snap, trap*.

Blending is the ability to combine chunks of sounds and individual sounds to make words. It can begin with syllables (*note/book, win/dow*), then onset-rime (*h/ouse, bl/ack*), followed by individual sounds (*/p/ /t/ — pie, /h/ /e/ /n/ — hen*).

- Syllables:
Games 17-20
- Rhyming:
Games 21-24
- Blending:
Games 25-28
- Segmenting:
Games 29-32
- Initial sounds:
Games 33-36
- Final sounds:
Games 37-40
- Long and short vowel sounds:
Games 41-45

Segmenting is the ability to break words into parts or sounds. It begins with clapping and counting syllables and progresses to being able to hear, count, and say the individual sounds in words, for example: What are the sounds in *boy*? (/b/ /oy/) *cat*? (/k/ /a/ /t/) *nest*? (/n/ /e/ /s/ /t/)

Isolating and manipulating **initial and final sounds** and differentiating between **long and short vowel sounds** are some of the later phonemic awareness skills to develop. For example: What is the first sound in *bat*? (/b/) What is the last sound? (/t/) What word would we get if we said *bat* without the /b/? (*at*) What word would we get if we swapped the /t/ in *at* with /m/? (*am*) What vowel sound do you hear at the start of *am*? (/a/)

The phonological and phonemic awareness games (**Games 17-45**) are sequenced to begin with the easiest skills and progress in a systematic way so that children develop and master the sound analysis skills they need for learning to read and write.

Using the games

PLAYERS

MATERIALS NEEDED

SKILLS COVERED


REFERENCE PAGES

FOR EXTRA SUPPORT

FOR A CHALLENGE

▼ PHONOLOGICAL & PHONEMIC AWARENESS GAMES — Initial sounds

game 33



1-4 players

Sound match

The goal of this game is to identify and match initial sounds in words.

YOU WILL NEED

- Picture Cards: words that begin with two different sounds
- Plastic letters or letter cards

FOCUS SKILLS



- Following oral directions
- Identifying pictures related to words
- Isolating and pronouncing initial sounds
- Matching letters and sounds

See page 59 for a list of Picture Cards sorted by initial sound.

Instructions

Prepare Select the Picture Cards for two different initial sounds (/m/ and /t/, for example). Mix up the cards and spread them out on a table, picture side up.

Demonstrate Choose two cards that start with different sounds. Say, for example:
This is mouth.
What sound does mouth start with? (/m/)
This is tiger. What sound does tiger start with? (/t/)
Are the two sounds the same? (no)
We'll make a group for each sound — /m/ and /t/.


In this book, individual sounds, also called phonemes, are written between slashes. When pronouncing sounds, be careful to say the *sound*, not the name of the letter. A guide to pronouncing the sounds is at the end of this book.

Play Players take turns choosing a card, pronouncing the word and the initial sound (for example, *mouse* — /m/), and placing the card in the correct group.

When all cards have been sorted, players check the groups by saying each word in the group along with its initial sound. For example: *mouse* — /m/, *mouth* — /m/, *monkey* — /m/, etc. If a card is in the wrong place, they can move it to the correct group.

for extra support

Before playing, clearly pronounce the name of each card and have players say the word with you. Then say the initial sound and the word for each card (such as /m/ — *mouse*) and have players repeat the sound and the word after you.



for a challenge

Select a letter card or plastic letter to represent each of the initial sounds for the cards in the game. Then have players sort by sound and letter.

m

t

Have players sort cards for three or more initial sounds.

LINK TO LETTERS

Activities that support letter and letter-sound knowledge

Using the Picture Cards

The **156 Picture Cards** provide images of things young children will meet or learn about in their everyday lives: living things, parts of the body, food and drink, colours, shapes, things we use, things we wear, parts of nature, and storybook creatures.

These colourful cards are fun to use with all children, including multilingual children who are learning English and children who need support developing oral communication skills.

The Picture Cards can be used to play the games in this book, or they can be used on their own to engage children in the language and phonological awareness activities on the reverse side of each card.

Lists of all the Picture Cards sorted into relevant groups are included on pages 55–60.



PICTURE SIDE

A full-colour illustration for use individually or with multiple games

umbrella

Uu

/u/

Guessing Game Tell students: *This is a word that starts with /u/.*

Then give one clue at a time, pausing after each clue until the word is guessed. Suggested clues:

It is something we use.

It can open and close.

We hold it above our head.

It keeps the rain off us.

If students don't guess the word, say: *Here is a hint: It sounds like um/brell/a. What is the word?*

Sound to Letter Ask: *What sound do you hear at the start of umbrella? (/u/) What letter can we use to write the /u/ sound? (u)*

Clapping Syllables Say: *Let's clap the beats in umbrella.* (clap clap clap)

Rhyming Say: *Let's make up a word that rhymes with umbrella and starts with /g/. What's the word? (gumbrella)* Add other initial sounds to make up nonsense words.

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REVERSE SIDE

Guessing Game for developing oral language, critical thinking, and blending skills

Sound to Letter activity to support isolating initial sounds and letter-sound matching

Clapping Syllables activity to support syllable segmentation

Rhyming activity to help children recognise and produce rhyming words

more picture card activities

Categories Provide a range of Picture Cards and have players sort them into categories — animals, food, clothes, shapes, etc. Ask players to name the cards and say why they belong in each category.

Writing Support Select a variety of Picture Cards and spread them out on a table, picture side up. Working in pairs, have each child choose a card, discuss their own and their partner's cards, and then write about the card they chose. Depending on their stage of development, children may 'write' by drawing, scribbling, or attempting to write letters, words, or sentences. They may also dictate words for you to write.

Using the Cue Cards

The **16 Cue Cards** (8 for Living Things and 8 for Non-living Things) help children organise their thoughts to describe, compare, categorise, discuss, and express their knowledge of things in the environment.

These language-rich cards can be used with all children, including multilingual children who are learning English and children who need support developing language organisation skills.

The Cue Cards can be used to play the games in this book, or they can be used on their own to develop language organisation skills using the activities on the reverse side of each card.

Lists of all the Cue Cards for Living and Non-living Things are included on page 55.

PICTURE SIDE

A broad question to spark discussion and description
Prompts for building vocabulary and description skills

What colour is it?



Is it red?



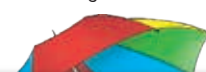
Is it orange?



Is it yellow?



Is it green?



REVERSE SIDE

Describing activity to support vocabulary and description skills

Extending Vocabulary prompts for generating more describing words

Making Connections activity for applying the descriptive vocabulary to the image on a Picture Card

Categorising prompts for generating other items with the same quality

Cue Card for Non-living Things

What colour is it?

Describing Show students the front of the card and say: *We can describe things by talking about their colour.*

Read the top question: *What colour is it?*

Point to each image and read the question underneath:

Is it red? Is it blue?
Is it orange? Is it brown?
Is it yellow? Is it purple?
Is it green? Is it many colours?

Extending Vocabulary Ask students: *What other colours do you know? What do you know that is that colour?*

Other colour words include *white, black, pink, magenta, scarlet, violet, turquoise, teal, navy, grey, gold, silver.*

Making Connections Choose a Picture Card (carrot, for example) and say: *Here is a carrot. What colour is a carrot?*

Read the questions on the front of the Cue Card and discuss students' responses.

Categorising Say: *A carrot is orange. What other things do you know that are orange?*

Discuss their suggestions. If needed, give some clues for other things that are orange, such as a pumpkin, orange, traffic cone, clothing, life jacket, hair, curry, papaya, sunset. For example: *I'm thinking of a something that is orange. It is a big, round vegetable. (pumpkin)*

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more cue card activities

Support for Describing and Clues Use the relevant Cue Cards to support players when they are describing things or thinking of clues for a guessing game. For example, if a player is generating clues for *volcano*, use the Cue Cards for Non-living Things to ask: *What size is it? What colour is it? What shape is it? What is it made from? What does it feel like?*

Writing Support Use the Cue Cards in the same way to support children who are preparing to write about a living or non-living thing. Encourage children to work in pairs and to talk about their topic before they begin writing.

game 16



1–4 players

YOU WILL NEED

- Picture Cards: things with similar qualities
- Cue Cards that describe relevant qualities

FOCUS SKILLS

- Building knowledge and vocabulary
- Asking and answering questions
- Describing
- Comparing and categorising

See pages 55–56 for lists of Picture Cards sorted by common and opposite qualities.

Why do we belong?

The goal of this game is to discuss the qualities of a group of Picture Cards and to decide on one reason they could belong to the same group.

Instructions

Prepare Select several groups of 4 to 6 cards that have a least one quality in common. For example: They are all small, they are all animals, they are all things we use, they are all hard, etc. Spread the first group of cards out on the table, picture side up.

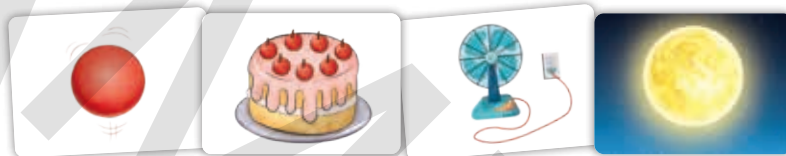
Demonstrate Point to the cards and say:

What is the same about all these cards?

Is it their size? their shape? where they live?

Are they living or non-living?

Discuss players' answers and decide what makes all the cards belong. There may be more than one answer.



Play Deal a new group of cards for each player. Players take turns deciding what makes the cards belong to their group.

Continue until all players have had a turn.

for extra support

Choose two Cue Cards that could be used to decide what makes the pictures belong, such as: *What colour is it?* and *What shape is it?* Ask: *Do these things belong because of their colour or because of their shape? What is their shape?*



for a challenge

Select Picture Cards where several of them have more than one thing in common, but only one thing is common to them all. For example: *key, ukulele, drum, spoon, egg* — they all feel hard. Encourage players to discuss all possible answers and to explain the answer they choose. Keep in mind there may be more than one correct answer.

game 21

Rhyming pairs



1–4 players

YOU WILL NEED

- Picture Cards: pairs of rhyming words

FOCUS SKILLS

- Following oral directions
- Identifying pictures related to words
- Recognising and producing rhymes

See page 57 for a list of Picture Cards sorted in rhyming groups.

The goal of this game is to match pairs of words that rhyme.

Instructions

Prepare Select several pairs of Picture Cards for rhyming words. Separate each pair to create two piles and hand out the cards in one pile to players.

Demonstrate Show a card from the other pile (*head*, for example).

Say: *This is head. Who has a card that rhymes with head?*

The player with *red* should hold up the card.

Say: *What is your card? Does it rhyme with head?*

Head, red. They rhyme!

Place the pair together on the table.



Play Continue with the remaining cards, saying the name of the card and asking for the rhyming card to make a pair.

When all cards are in pairs, say the rhyming pairs together.

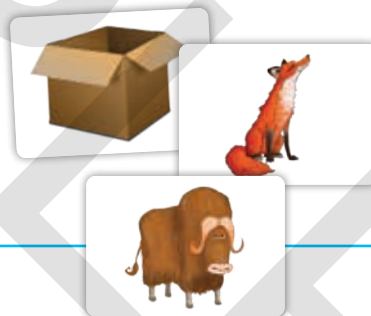
for extra support

When you hold up your card, say the word and have the player say it with you, such as: *This word is head. Say head with me — head.*

Ask the player to say the word for their picture and listen for whether it ends with the same sounds as *head*. If it does, then they are a rhyming pair.

for a challenge

Challenge players to think of other words that rhyme with the rhyming pairs.



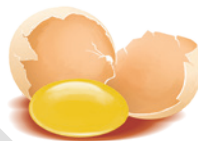
What colour is it?



Is it red?



Is it orange?



Is it yellow?



Is it green?



Is it blue?



Is it brown?



Is it purple?



Is it many colours?

Cue Card for Non-living Things

What colour is it?

Describing Show students the front of the card and say: *We can describe things by talking about their colour.*

Read the top question: *What colour is it?*

Point to each image and read the question underneath:

<i>Is it red?</i>	<i>Is it blue?</i>
<i>Is it orange?</i>	<i>Is it brown?</i>
<i>Is it yellow?</i>	<i>Is it purple?</i>
<i>Is it green?</i>	<i>Is it many colours?</i>

Extending Vocabulary Ask students: *What other colours do you know? What do you know that is that colour?*

Other colour words include *white, black, pink, magenta, scarlet, violet, turquoise, teal, navy, grey, gold, silver.*

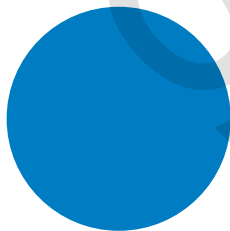
Making Connections Choose a Picture Card (*carrot*, for example) and say: *Here is a carrot. What colour is a carrot?*

Read the questions on the front of the Cue Card and discuss students' responses.

Categorising Say: *A carrot is orange. What other things do you know that are orange?*

Discuss their suggestions. If needed, give some clues for other things that are orange, such as a pumpkin, orange, traffic cone, clothing, life jacket, hair, curry, papaya, sunset. For example: *I'm thinking of a something that is orange. It is a big, round vegetable.* (pumpkin)

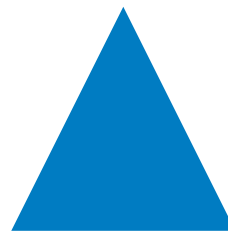
What shape is it?



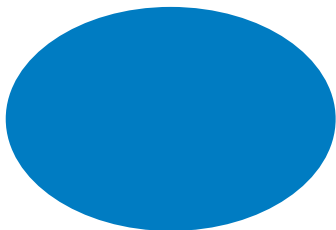
Is it a circle?



Is it a square?



Is it a triangle?



Is it an oval?



Is it a rectangle?



Is it a star?

Cue Card for Non-living Things

What shape is it?

Describing Show students the front of the card and say: *We can describe things by talking about their shape.*

Read the top question: *What shape is it?*

Point to each image and read the question underneath:

Is it a circle?

Is it a square?

Is it a triangle?

Is it an oval?

Is it a rectangle?

Is it a star?

Extending Vocabulary Ask students: *What other shapes do you know? What do you know that is that shape?*

Other shape words include *hexagon, octagon, pentagon, diamond, heart, semicircle, cross, spiral, crescent.*

Making Connections Choose a Picture Card (*iron*, for example) and say: *Here is an iron. What shape is an iron?*

Read the questions on the front of the Cue Card and discuss students' responses.

Categorising Say: *An iron is a triangle shape. What other things do you know that are a triangle shape?*

Discuss their suggestions. If needed, give some clues for other everyday things, such as an ice cream cone, traffic signs, half a sandwich, corn chips, sails on a sailing boat, slice of pizza, flag (pennant), mountain, coat hanger. For example: *I'm thinking of something that is a triangle shape. We hold this in our hand and eat ice cream from it.* (ice cream cone)



ball



B b

/b/

Guessing Game Tell students: *This is a word that starts with /b/.*

Then give one clue at a time, pausing after each clue until the word is guessed. Suggested clues:

It is something we play with.

It is round.

It can bounce.

You can throw, kick, and catch it.

If students don't guess the word, say:
Here is a hint: It sounds like b/all. What is the word?

Sound to Letter Ask: *What sound do you hear at the start of ball? (/b/)*
What letter can we use to write the /b/ sound? (b)

Clapping Syllables Say: *Let's clap the beats in ball.* (👏)

Rhyming Say: *Let's think of some words that rhyme with ball. (call, fall, mall, stall, tall, wall)* Give initial sound clues if needed, such as: *It rhymes with ball and starts with /h/. What's the word? (hall)*



cake



C c

/k/

Guessing Game Tell students: *This is a word that starts with /k/.*

Then give one clue at a time, pausing after each clue until the word is guessed. Suggested clues:

It is something we eat.

It is sweet.

We can put icing on it.

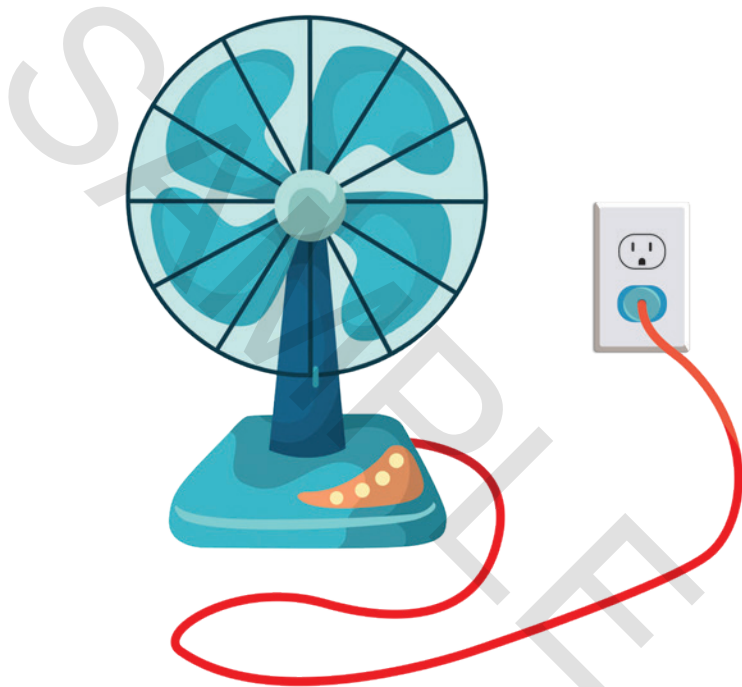
We can put candles on it.

If students don't guess the word, say: *Here is a hint: It sounds like /k/ /ā/ /k/. What is the word?*

Sound to Letter Ask: *What sound do you hear at the start of cake? (/k/) What letter can we use to write the /k/ sound? (k/c)*

Clapping Syllables Say: *Let's clap the beats in cake.* (👏)

Rhyming Say: *Let's think of some words that rhyme with cake. (bake, flake, lake, sake, take)* Give initial sound clues if needed, such as: *It rhymes with cake and starts with /m/. What's the word? (make)*



fan



Ff

/f/

Guessing Game Tell students: *This is a word that starts with /f/.*

Then give one clue at a time, pausing after each clue until the word is guessed. Suggested clues:

It is something that keeps us cool.

It has parts that spin around.

It makes the air move.

We can plug it in.

If students don't guess the word, say:
Here is a hint: It sounds like /f/ /a/ /n/. What is the word?

Sound to Letter Ask: *What sound do you hear at the start of fan? (/f/)*
What letter can we use to write the /f/ sound? (f)

Clapping Syllables Say: *Let's clap the beats in fan.* (👏)

Rhyming Say: *Let's think of some words that rhyme with fan. (ban, can, man, pan, ran, tan)* Give initial sound clues if needed, such as: *It rhymes with fan and starts with /v/. What's the word? (van)*



head



H h

/h/

Guessing Game Tell students: *This is a word that starts with /h/.*

Then give one clue at a time, pausing after each clue until the word is guessed. Suggested clues:

It is part of the body.

It is on your neck.

You can shake it or nod it.

It has your brain inside it.

If students don't guess the word, say:
Here is a hint: It sounds like /h/ /e/ /d/. What is the word?

Sound to Letter Ask: *What sound do you hear at the start of head? (/h/) What letter can we use to write the /h/ sound? (h)*

Clapping Syllables Say: *Let's clap the beats in head.* (👏)

Rhyming Say: *Let's think of some words that rhyme with head. (bed, bread, led, red, said)* Give initial sound clues if needed, such as: *It rhymes with head and starts with /f/. What's the word? (fed)*



moon



M m

/m/

Guessing Game Tell students: *This is a word that starts with /m/.*

Then give one clue at a time, pausing after each clue until the word is guessed. Suggested clues:

It is far away.

We can see it in the sky.

We mostly see it at night.

Spacecraft have landed on it.

If students don't guess the word, say: *Here is a hint: It sounds like /m/ /oo/ /n/. What is the word?*

Sound to Letter Ask: *What sound do you hear at the start of moon? (/m/) What letter can we use to write the /m/ sound? (m)*

Clapping Syllables Say: *Let's clap the beats in moon.* (👏)

Rhyming Say: *Let's make a word that rhymes with moon and starts with /s/. What's the word? (soon)*
Give other initial sounds to make up real or nonsense words.



red



Rr

/r/

Guessing Game Tell students: *This is a word that starts with /r/.*

Then give one clue at a time, pausing after each clue until the word is guessed. Suggested clues:

It is a colour.

An apple can be this colour.

A rose can be this colour.

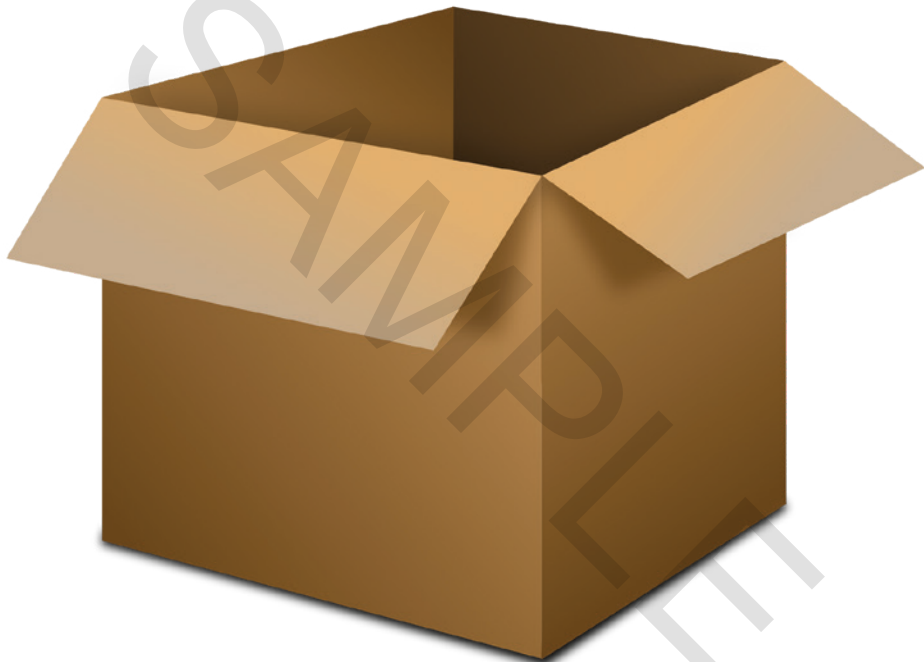
A strawberry is this colour.

If students don't guess the word, say: *Here is a hint: It sounds like /r/ /e/ /d/. What is the word?*

Sound to Letter Ask: *What sound do you hear at the start of red? (/r/) What letter can we use to write the /r/ sound? (r)*

Clapping Syllables Say: *Let's clap the beats in red.* (👏)

Rhyming Say: *Let's think of some words that rhyme with red. (bed, fed, head, led, shed, thread)* Give initial sound clues if needed, such as: *It rhymes with red and starts with /s/. What's the word? (said)*



box



X x

/k//s/

Guessing Game Tell students: *This is a word that ends with /k//s/.*

Then give one clue at a time, pausing after each clue until the word is guessed. Suggested clues:

It is something we use.

It can be made of cardboard.

We put things in it.

It starts with /b/.

If students don't guess the word, say: *Here is a hint: It sounds like /b/ /o/ /k/ /s/. What is the word?*

Sound to Letter Ask: *What two sounds do you hear at the end of box? (/k/ /s/) What letter can we use to write the /k/ /s/ sounds? (x)*

Clapping Syllables Say: *Let's clap the beats in box.* (👏)

Rhyming Say: *Let's think of some words that rhyme with box. (blocks, clocks, fox, locks, socks)* Give initial sound clues if needed, such as: *It rhymes with box and starts with /r/. What's the word? (rocks)*



fox



X x

/k//s/

Guessing Game Tell students: *This is a word that ends with /k//s/.*

Then give one clue at a time, pausing after each clue until the word is guessed. Suggested clues:

It is an animal.

It is a reddish colour.

It has a thick, bushy tail.

It starts with /f/.

If students don't guess the word, say: *Here is a hint: It sounds like /f/ /o/ /k/ /s/. What is the word?*

Sound to Letter Ask: *What two sounds do you hear at the end of fox? (/k//s/) What letter can we use to write the /k//s/ sounds? (x)*

Clapping Syllables Say: *Let's clap the beats in fox.* (👏)

Rhyming Say: *Let's think of some words that rhyme with fox. (box, clocks, rocks, socks, talks) Give initial sound clues if needed, such as: It rhymes with fox and starts with /b//l/. What's the word? (blocks)*



OX



X x

/k//s/

Guessing Game Tell students: *This is a word that ends with /k//s/.*

Then give one clue at a time, pausing after each clue until the word is guessed. Suggested clues:

It is a strong animal.

It has four legs and horns.

It can pull a cart.

It starts with /o/.

If students don't guess the word, say: *Here is a hint: It sounds like /o/ /k/ /s/. What is the word?*

Sound to Letter Ask: *What two sounds do you hear at the end of ox? (/k//s/) What letter can we use to write the /k//s/ sounds? (x)*

Clapping Syllables Say: *Let's clap the beats in ox.* (👏)

Rhyming Say: *Let's think of some words that rhyme with ox. (docks, flocks, knocks, mocks, rocks)* Give initial sound clues if needed, such as: *It rhymes with ox and starts with /s/. What's the word? (socks)*