



# Next Steps Game Materials

## Accuracy Games

### SHAZAM!

- This game needs at least two players (Tutor may play).
- Add 2 or 3 **Shazam** cards to a randomized deck.
- Place the deck face down in front of a Student.
- Student states the number of cards s/he wants to read (must be 1 or more).
- Student keeps the card(s) read correctly.
- If a **Shazam** card is turned over or if a card is read incorrectly, the student puts all accumulated cards in the discard pile.
- The player with the most cards wins the game.

### TAP the SORT

- When your student is in 2 dot words and is making a lot of errors on a word study check, use this blending strategy to help students read across the word. Do a sort, random check, and then you can play *“Tap the Sort”, and then spelling.*
- Have students read off the deck, tapping each word and reading through deck quickly.

### GO FISH

- Do a regular sort, random check, then play using the 16 cards from the sort.
- Mix up the cards and pass 3 cards to each person. Read through the cards and find any matching pairs, read the cards. The remainder cards are placed face down as the **Go Fish** draw pile.
- Take turns asking for cards with *“Vowel Pattern”* and *“Vowel Sound”*. If no match....say *“Go Fish”*. If matching pair is found, read cards and go again.
- Play 2-3 times, and then spelling.

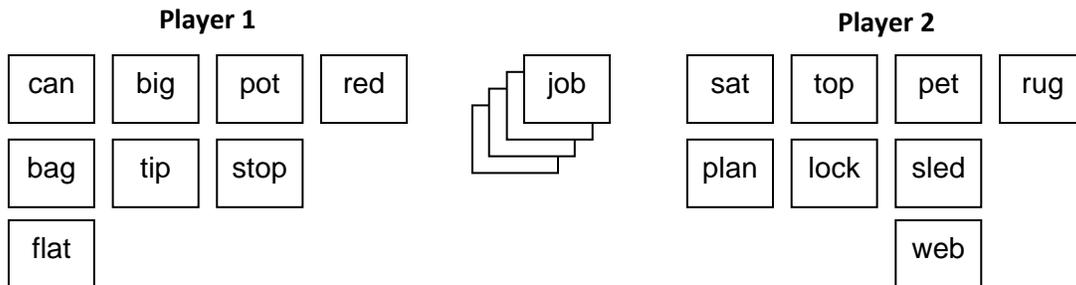
### BLACK out BINGO

- Have two blank bingo boards. Using a vis-à-vis marker, write the anchor words on the top of both boards.
- Add 2 or 3 **Wild** cards to a randomized deck.
- Place the deck face down in front of the student. Take turns choosing, reading, and placing a card under the correct anchor word. As card is placed, touch and read down the column.
- If an anchor word card is turned over, the card should be read and placed on top of the written anchor word.
- Once a column has been filled with four cards, have students continue to add cards to the column by placing on the last card in the column, touch and read down the column.
- Once one of the boards has reached **black out**, the tutor can do a random check (fast pencil), pointing to 5-6 words using both boards, and then do spelling.

## Accuracy Games

### MATCH + 1 x 2 (MATCH PLUS ONE TIMES TWO)

1. Place 30 vowel pattern word cards in a well-shuffled deck.
2. Deal 8 word cards to each player (i.e., to the child and the tutor), and place the remaining 14 cards in the deck on the table.
3. Student reads all 17 visible cards prior to play.



4. Play begins with players alternating turns:
  - a) If the top card of the deck has the same pattern as cards in front of the player, the player removes all of the cards that match (student reads cards as they are removed) [**Match**]. After all matches are removed, the player may remove any other single card [**Plus One**].
  - b) If the top card does not match, the player may turn over a new card and the student reads the card. If the new card is a match the player may remove the matches, plus one card. If the new card does not match any cards in front of the player, it is the next player's turn.
  - c) The first player to play all of his/her cards is the winner.
5. Reshuffle the deck and play the game again [**Times Two**].

Sample **Match + 1** game:

- i) Player 1 turns up top card (*job*). She can play (i.e., get rid of) her short *o* word cards (e.g., *pot* and *stop*) and one other card of her choice (*red*).
- ii) Player 2 keeps the top card (*job*). He can play his short *o* word cards (e.g., *top* and *lock*) and one other card of his choice (*rug*).
- iii) Player 1 cannot use the top card (*job*), so she turns over another card (*kid*). She can play her short *i* word cards (e.g., *big* and *tip*) and one other card of his choice (*flat*).
- iv) Player 2 cannot use the top card (*kid*), so he turns over another card (*map*). He can play his short *a* word cards (e.g., *sat* and *plan*) and one other card of his choice (*web*).
- v) Player 1 uses the top card (*map*) to play her short *a* word cards (e.g., *can* and *bag*) and wins (having played all of her cards).

# Accuracy Games

## Be a Mind Reader

### **To prepare:**

1. Devise 5 clues for each word you want to target.
2. Clue #1 should always be: "The word I'm thinking of is on the board."
3. Clues #2, 3, and 4 should target ORTHOGRAPHIC concepts.
4. Clue #5 should always target the word's meaning so clearly that every student in the class will be able to identify the word.

### **To play:**

1. Array 8-10 words for viewing.
2. Tell students to number their papers 1-5.
3. State each clue.
4. Students must write a complete word after each clue (helps build spelling automaticity).
5. Occasionally ask, "Did anyone have to change his/her word? Why?"
6. After you provide the last clue ask, "What's the word?" and the students answer chorally.
7. Ask, "Raise your hand if you had the correct word on the last clue?" Students raise hands.
8. Say, "Keep your hand up if you had it on the 4<sup>th</sup> clue (3<sup>rd</sup> clue, etc.)"

### **Example (*eloquent*):**

1. The word is on the white board.
2. The word has one open syllable.
3. The word has a blend in the last syllable.
4. The word has the "chicken letter."
5. The word means to speak in a way that everyone finds believable.

### **Example (*cascade*):**

1. The word is on the white board.
2. The word has two syllables.
3. The word has a vowel that has the short sound in one syllable & the long sound in the other.
4. The word's second syllable is a v-e syllable.
5. The word is often used to describe waterfalls.

## Fluency Games

### Poison Star

- Build a randomized deck of word cards from current concepts.
- Mark the back of some of the cards, at random, with a star.
- Set timer for 1 or 2 minutes.
- Student and Tutor alternate turns reading cards from the top of the deck, then flipping the cards over to check for a star.
- Cards are earned when read correctly.
- If the card has a star (or is read incorrectly), that card and any other cards collected are passed to the opposing player.
- Whoever has the most cards when the timer sounds wins the game!

### Oops!

- Using a randomized deck, place a large pile of cards face down in a can, box, or on the table.
- Mix in 2 Oops! Cards.
- Set timer for 1 or 2 minutes.
- Student draws and reads one card at a time.
- When an Oops! card is drawn, or a mistake is made, all cards are returned to the pile and the student begins anew.
- Count cards when the timer sounds.
- This game may be played 2 or 3 times in a session.

### MATRIX

- Build a randomized deck of word cards from current concepts.
- Tutor places word cards into a randomized 4 x 4 grid (matrix).
- Set timer for 1 minute.
- Once timer is started, the Student locates, picks up and reads 4 matching cards (a set). There is no limit for the number of sets.
- Student earns the set if the 4 cards *match* and are *read correctly*.
- Once the Student has made a set and read the cards, the Tutor quickly places word cards into the empty slots within the grid.
- If the Student picks up cards, but is short the number needed to make a set (4) s/he puts the cards back and attempts a new pattern.
- If no set is available, the Tutor may replace a portion of the matrix with new cards.
- When the timer sounds, count the number of sets the Student has accumulated. The Student then verbalizes the concept for each set.
- Play Matrix 1-2 more times, to see if the Student can improve his/her score.
- Note: the Tutor does not play against the student in this game.

### Lucky Star

- Build a randomized deck of word cards from current concepts.
- Mark the back of some of the cards, at random, with a star.
- The Tutor gives each Student a pile of cards. The cards are placed in front of each student face up.
- Set timer for 1 or 2 minutes.
- Students read cards from the top of the deck, then flipping the cards over to check for a star, while at the same time placing the correctly read card into the center community pile.
- If the card is read correctly and has a “lucky star” then the student earns the whole pile of words in the community pile. Play continues around them at a rapid pace, adding more read words to the community pile.
- If the card is read incorrectly, that card and any other cards collected by the student are lost and placed into the community pile.
- Whoever has the most cards when the timer sounds, wins the game!

### TAP the DECK

- When your student is in 2 dot words and is getting ready to do a word study check but is not quite there, instead of sort, random check, and memory you can play, *“Tap the Deck”, “Slap”, and then spelling.*
- Tutor prepares a randomized deck of 10 – 20 word cards from all current concepts taught (randomized deck). Start deck with easy words.
- Have students read off the deck, tapping each word and reading through deck quickly.

### Slap

- After you have done a speed check and the student has not passed, you can then play *“Slap”*.
- Put an example word from each vowel or vowel pattern face up on the table.
- Place the randomized deck of word cards from current concepts face down between the Tutor and the student.
- Tutor and student takes turns reading the top card and quickly placing it on example word (matching the vowel or vowel pattern). You can also have the players read the word you are placing the card onto.
- The goal is to read and place cards quickly and accurately while at the same time putting the cards/sorts back in order.

# BINGO


*\*\*Copy following game cards onto cardstock using the same color as the word study word cards with dots*

### **Bingo Wild Cards**

 <b>WILD</b>	 <b>WILD</b>	 <b>WILD</b>
 <b>WILD</b>	 <b>WILD</b>	

### **Oops! Cards**

 <b>Oops!</b>	 <b>Oops!</b>	 <b>Oops!</b>
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### **Shazam! Cards**

 <b>Shazam!</b>	 <b>Shazam!</b>	 <b>Shazam!</b>
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