Don't Be Greedy
extension activities

Read-it

BLENDING/READING

Stack from 3 to 4 cards to 10 to 12 cards, depending on the courage of your student. Then take a little figure and have it limb the ladder as the student reads the words. If there is an error, the man falls off the ladder and starts again. The man must go up the ladder and down again to et the job done.

For additional motivation, place an M&M, a penny, or a small token at the top of the ladder for the man to pick up and carry back down. These adder climbs can also be timed on a stop watch and tracked for speed when the student is accurate decoding them.

Spell-it

SPELLING/SEGMENTING/CODE KNOWLEDGE

Have the student spell the words to dictation. They can be asked to spell each sound which the teacher segments for them. Later, they can be asked to spell the word as it is dictated to them.

Tell-it

VOCABULARY

Have the student tell you what the word means. Encourage a good definition with the definition frame: A _(target word)__ is a _(category)__, used for__ (function_____. Let the student tell about any experience they have had with the word.

Segment-it

SEGMENTING/SKILL

Teacher reads the word on the card. The student then tells all of the sounds in the word.

Blend-it

BLENDING/SKILL

Teacher reads the sound of the word to the student. The student does not see the card. The student must blend the sounds and say the word.

Segment-it and Blend-it

SEGMENTING/SKILL

This is a version of each of the games above. Older students can play this among themselves or with a teacher. Just alternate the segmenting and blending turns. Teacher gives student a word to segment. Student segments word, then draws another card & segments it for the teacher to blend.
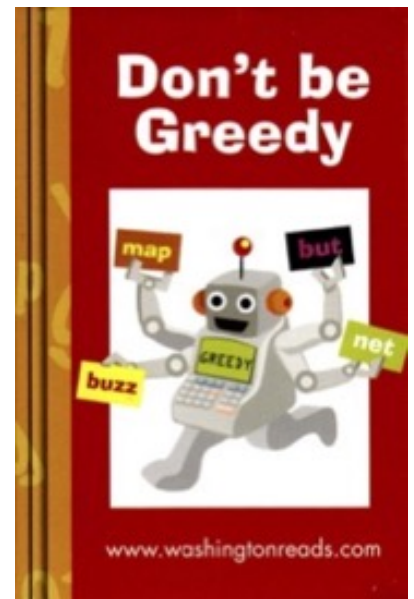
Manipulate it

PHONEME MANIPULATION/SKILL

Take any word card. Write the word on the white board. Invite the student to change the word by one sound into another word. And then change that word by one sound into another. And so on.

Vowel sound

ID VOWEL ID/CODE KNOWLEDGE

For extra vowel reading practice, have the student draw a card and say the vowel sound, then read the word.

Vowel sound Sort

VOWEL ID/CODE KNOWLEDGE

Have the student read the word, say the vowel sound, and then sort the words on a sorting sheet by vowel sound.

Rime Read

ORTHOGRAPHY

Have the student read the word and say the rime pattern chunk. (The rime is the last two sounds of the CVC word.)

Rime Sort

ORTHOGRAPHY

Continue to read the words, and sort them according to rime pattern. When the words are sorted, then, read the lists of the various rime patterns. This reading of the rime patterns gives those children who are having difficulty seeing and stabilizing orthographic patterns targeted practice.

Rime Making

ORTHOGRAPHY

Look at a given rime pattern list and invite the student to say or write silly rhyming word pairs, phrases, sentences. bug in jug on a rug at cat sat on mat

RAN sheet

READING SPEED

Make a spread sheet of the 2 words, or more depending on the student needs. There should be about 10 to 15 words spread across the page. Time the student reading performance. # correct as well as time per reading. Accuracy always trumps speed. Track times over readings on a daily basis.

Go Wide!

VOCABULARY MULTIPLE MEANING

Take a card. How many meanings can you brainstorm for a given word? Think part of speech as well. Is it a noun? Is it a verb? Make a football gridiron on a piece of paper and move the word card 10 yards down the field for each meaning. Compare the yardage for the words selected for the day. Keep track of the number of meanings for each word on a master sheet if vocabulary is also a goal.

Go Deep!

VOCABULARY ATTRIBUTE TASK

Take a card. Have the student tell as many things as they know about a given word. Function, category, size, shape, made of, where found, etc. Use stickies to write each fact and surround the word with them. Or, make a permanent organizer with the attribute categories, put it in a plastic sleeve, and have the student/or teacher write in the boxes with a dry erase marker. Erase promptly or it will be hard to erase. One could also make multiple copies of the attribute grid for individual use and save in a notebook.

Going to Grandma

MEMORY/FLUENCY

Pull out nouns and play: I am going to grandma's house and I am taking Students - turn over the top card and read it. The next student begins with am going.. and reads the first card and a second card, etc. until all the cards are all face up. Then you can turn them face down and have the students try to recall all of the words from memory. Strategies for recall can be discussed after the first time played, or while playing the game. Another version is to turn the cards face down every time another is added and to try to recall the preceding cards before adding the new one. In this version the focus is more on memory than reading.